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## ABSTRACT

These instructional materials are designed for a course in food production, management, and services for fast foods. The following introductory information is included: use of this publication; competency profile; instructional/task analysis; related academic and workplace skills list; tools, materials, and equipment list; 15 references; and a glossary. Thirteen units of instruction are provided: (1) orientation; (2) use and care of hand tools and utensils; (3) use and care of equipment; (4) standard recipe use; (5) receiving and storing food; (6) salad station; (7) sandwich station; (8) fry station; (9) grill station; (10) breakfast station; (11) dining room service; (12) counter service; and (13) cashiering. Each unit contains some or all of the following sections: objective sheet; suggested activities; assignment and written test answers; written test; unit evaluation form; teacher supplements; transparency masters; information sheet; student supplements; assignment sheets; job sheets; and dissemination material. (NLA)

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\*\*\*\*\*

# **Food Production, Management, and Services: Fast Foods**

**Second Edition**

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Edited by

Dan Crummett and Alan Newport

Developed by

The Mid-America Vocational Curriculum Consortium, Inc.

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# ***Food Production, Management, and Services: Fast Foods***

Teacher Edition

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## Foreword

When the MAVCC staff began the process of revising the Food Production, Management, and Services series, it was found that the content presented was relatively sound and that the materials were presented in a logical manner to assist students in mastering the skills of their chosen occupation. This series contains a core publication, *Introduction*, and five spin-off publications, *Service*, *Production*, *Baking*, *Fast Foods*, and *Management*. Students may specialize in any of several occupations related to the food service area.

The success of this series of publications is due, in large part, to the capabilities of the personnel who worked with its development. Appreciation is extended to them for their valuable contributions to the publications.

These materials are not only designed for student use, but to assist teachers in improving instruction. Instructional materials in this publication are based on the competency-based concept of first stating the objectives (objective sheet), teaching to the objectives (information, assignment, and job sheets), and assessing to those same objectives (criterion-referenced evaluation instruments).

Every effort has been made to make these materials basic, readable, and by all means, useable. Three vital parts of instruction have been intentionally omitted from each publication: motivation, personalization, and localization. These areas are left to the individual instructors to present as part of their classroom/laboratory discussion.

Special attention should be given to the suggestions on ways to increase reinforcement of the academic and workplace basic skills. By reinforcing these skills, the instructor should assist students in improving their employability skills.

As you use these instructional materials, we hope that you will find that they contribute to the quality of your program. If any problems occur or if you have any suggestions for improvement of the materials, please call or write us.

Sylvia Clark, Chairman  
Board of Directors  
Mid-America Vocational  
Curriculum Consortium

Jim Steward  
Executive Director  
Mid-America Vocational  
Curriculum Consortium

## Acknowledgements

Appreciation is extended to those individuals who contributed their time and talent to the development of *Food Production, Management, and Services: Fast Foods*.

The contents of this publication (second edition) were reviewed by the following food management teachers:

|                    |                                             |
|--------------------|---------------------------------------------|
| Wes Bundy          | Northeast Oklahoma AVTS, Afton, OK          |
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| Brenda Ronio       | Great Plains AVTS, Lawton, OK               |
| Ray Stonerock      | Great Plains AVTS, Lawton, OK               |
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Special appreciation is also extended to the original planning committee and to those individuals and organizations who supported this project. They include:

### Committee

|                   |              |
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| Virginia Bechtold | Nebraska     |
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| Wanda Wilson               | University of Central Oklahoma, Edmond, OK                                 |
| The Procter and Gamble Co. | Cincinnati, OH                                                             |

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A final thank you to Dan Crummett and Alan Newport for their assistance with editing and development of this second edition and to Jane Huston for her assistance in coordinating this project.

## Use of Introductory Materials

Introductory materials are included in the teacher edition only and contain useful information to assist administrators and teachers in planning for instruction.

In addition to the general information such as the table of contents, foreword, and acknowledgements page, information is included on the following:

1. **Use of this publication**—Explains the components of a unit of instruction and how they should be used as part of the teaching/ learning process.
2. **Competency profile**—Provides a record of student performance for each task included in a unit of instruction. This becomes a part of the student's permanent records and should be utilized when directing the student toward employment opportunities.
3. **Instructional/task analysis**—Provides a quick review of contents of the publication; identifies cognitive (knowledge) skills and psychomotor (doing) skills addressed in each unit of instruction.
4. **Related academic and workplace skills list**—Classifies unit tasks (assignment sheets and job sheets) according to related academic and workplace skills being reinforced. Skill areas reflected by skill groups, sub skills, and descriptions have been identified using *Workplace Basics: The Skills Employers Want*, developed by the American Society for Training and Development (ASTD) and the U.S. Department of Labor and adapted by MAVCC.
5. **Tools, equipment, and materials list**—Provides a comprehensive list of those items needed to successfully complete the assignment sheets and/or job sheets; assists administrator/teacher in determining program costs.
6. **Reference list**—Provides a comprehensive list of resources used in the development of this publication.
7. **Glossary**—Provides a list of terms and definitions used in the publication.

As you use these materials, it is hoped that they will provide useful information to meet a variety of needs.

## Use of This Publication

### Instructional units

*Food Production, Management, and Services: Fast Foods* contains thirteen units of instruction. Each instructional unit in a teacher edition includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, assignment sheets, student supplements, and job sheets.

All of the unit components focus on measurable and observable learning outcomes. Teachers are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the teacher will help to determine the following:

- Amount of materials that can be covered in each class period.
- Skills that must be demonstrated.
- Amount of class time needed for demonstrations.
- Amount of time needed for student practice.
- Supplementary materials, including print and nonprint media and equipment and supplies, that must be ordered.
- Resource people who must be contacted.

### Objective sheet (Color code: White)

Each unit of instruction is based on performance objectives which state the goals for successful completion of the course. These performance objectives are stated in two forms: unit objectives which state the expected performance of each student after completion of the unit of instruction, and specific objectives which state what the student must do to reach the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Teachers should prepare for each unit by deciding how each objective can best be taught.

Teachers should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the teacher should remember to supply the needed information, assignment and/or job sheets, and criterion test items.



### **Suggested activities (Color code: Pink)**

This component is included only in the teacher guide. The suggested activities assist teachers during the preparation stage of the teaching/learning process by providing an instructional plan, teaching suggestions, and a list of supplemental resources. Ways to integrate academic and workplace skills have been included in the teacher suggestions, and skill areas have been noted in bold. (A table of academic and workplace skills with accompanying definitions has been provided on page xv.) The teacher should read the suggested activities before teaching the units and decide how each objective can best be taught. Time should also be allowed to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the teacher will vary according to the particular unit.

References used in the development of each unit are listed in the suggested-activities section, along with suggested supplemental resources that may be used to teach the unit. These materials can be used by the teacher to supplement her or his knowledge of the subject area or to help students with particular interests or objectives in the area covered.

Instructions for evaluating student performance on the job sheets are also included in the suggested-activities section. Teachers should select and discuss with students the rating scale that will be used.

### **Assignment and written test answers (Color code: Pink)**

Assignment-sheet answers and written-test answers are designed to assist the teacher in evaluation of student performances.

### **Written test (Color code: Yellow)**

This component provides criterion-referenced evaluation of every cognitive objective listed in the unit of instruction. The test appears in the teacher guide only, but duplication is permitted for student use. If objectives have been added, deleted, or modified, appropriate changes should be made on the written test. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of test items from the units covered may be used for final tests at the end of each term if desired.

### **Unit evaluation form (Color code: White)**

This sheet provides teachers with a record of each students performance on a unit of instruction. It includes space for assignment sheet ratings, job sheet ratings, written test scores, and teacher comments. The unit evaluation form is included in the teacher guide only, but may be duplicated.

## **Use of This Publication**

### **Teacher supplements (Color code: White)**

This component is included only in the teacher guide. Teacher supplements are optional materials for the teacher to use. They have three purposes: to provide the teacher with higher level materials to stretch the advanced student, with remedial information or practice to assist the less-advanced student, and with state-of-the-art information in which the teacher may not have background or with information that is not readily available in other books. Some teacher supplements may be duplicated for student use and are marked accordingly.

### **Transparency masters (Color code: White)**

Transparencies are included in the teacher guide only and are used to direct the students' attention to the topic of discussion. They may provide illustrations, charts, schematics, or additional information needed to clarify and reinforce objectives included in the unit of instruction.

### **Information sheet (Color code: Green)**

The information sheet provides the content essential for meeting the cognitive (knowledge) objectives of the unit. Teachers will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and teachers to add notes that supplement, localize, personalize, or provide information for the teaching of each objective.

### **Student supplements (Color code: White)**

Student supplements are included in the student manual. The information presented in a student supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment and/or job sheets. Students are not directly tested over the information presented in a supplement; however, their ability to apply this information may be evaluated in the completion of assignment sheets or job sheets.

### **Assignment sheets (Color code: Tan)**

Assignment sheets provide students with pencil and paper activities that give students the opportunity to make practical application of the knowledge in the information sheet. Criteria are provided to objectively evaluate student performance.

**Job sheets (Color code: Blue)**

The job sheets provide criteria to objectively evaluate student performance, a list of required equipment and materials, and a step-by-step procedure for performing a psychomotor skill. The teacher should discuss the equipment and materials available in the classroom and/or laboratory and demonstrate the procedure prior to having students practice procedure. When a student is ready to be evaluated, the teacher should follow instructions for evaluating student performance which may be found in the teacher guide.

Job sheets are an important segment of each unit. Job sheets provide potential employers with a picture of the skills being taught during training and the performances that might reasonably be expected from an individual who has had this training.

**Disseminating material**

Material may be given out a unit or page at a time to keep the material before the student always new. Some teachers ask students to furnish a three-ring binder or folder for the current unit of study. This is convenient for students taking the material home to study. Upon completion, each unit is then placed in a larger binder. Some teachers prefer to store the material by unit in filing cabinets or boxes until needed.

For best results, provide student materials for each student. Student manuals contain objective sheets, information sheets, student supplements, assignment sheets, and job sheets. Students should be allowed to take their materials home at the end of the course.

**Academic and Workplace Skills  
(Classifications and Definitions)**

| Skill Groups               | Sub Skills                          | Definitions                                                                                                                   |
|----------------------------|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Learning Skills            | Learning to learn                   | Developing ability to apply knowledge to other situations; knowing how to learn.                                              |
| Foundation Skills          | Reading                             | Comprehending written information and analyzing, summarizing, and applying what has been read to a specific task.             |
|                            | Writing                             | Communicating a thought, idea or fact in written form in a clear, concise manner.                                             |
|                            | Math                                | Applying computation skills such as reasoning, estimation, and problem solving as they are actually used on the job.          |
|                            | Science                             | Applying knowledge learned through study or practice that is based on scientific principles as they relate to specific tasks. |
| Communication Skills       | Listening                           | Listening for content, conversation, long-term contexts, emotional meaning, and directions.                                   |
|                            | Oral communication                  | Communicating a thought, idea, or fact in spoken form in a clear, concise manner.                                             |
| Adaptability Skills        | Creative thinking                   | Using imagination to create something new—i.e. an idea, invention, work of art.                                               |
|                            | Problem solving (critical thinking) | Recognizing and defining problems, inventing, and implementing solutions, and tracking and evaluating results.                |
| Personal Management Skills | Self-esteem                         | Developing self-confidence and creating a positive self-image.                                                                |
|                            | Motivation/goal setting             | Setting and meeting defined goals and objectives.                                                                             |
|                            | Personal and career development     | Emphasizing self-direction by establishing and implementing a plan.                                                           |
| Group Effectiveness Skills | Interpersonal relations             | Developing ability to maintain positive relations with others.                                                                |
|                            | Negotiation                         | Resolving conflict between two or more individuals.                                                                           |
|                            | Teamwork                            | Working together in a group to reach a common goal.                                                                           |
| Influence Skills           | Organizational effectiveness        | Adapting to the organization's goals, values, culture, and traditional modes of operation.                                    |
|                            | Leadership                          | Directing/influencing group in performance of a specific task; accepting responsibility for others.                           |

## ***Food Production, Management, and Services: Fast Foods***

### **Competency Profile**

**Name:** \_\_\_\_\_

**Directions:** Evaluate the student using the rating scale below. Write the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on a level of student performance for each of the tasks listed. The written test scoreline is provided for optional teacher use. It may not be applicable in all cases.

#### Option A

- Rating scale:
- 4 - Skilled - Can perform job with no additional training.
  - 3 - Moderately Skilled - Has performed job during training program; limited additional training may be required.
  - 2 - Limited Skill - Has performed job during training program; additional training is required to develop skill.
  - 1 - Unskilled - Is familiar with process, but is unable to perform job.
  - 0 - No Exposure - No information or practice provided during training program, complete training required.
  - NA - Non-applicable.

#### Option B

- Yes - Can perform with no additional training  
No - Is unable to perform satisfactorily

#### **Unit 1: Orientation**

- \_\_\_\_\_ 1. Complete a checklist on what is most important to you in a job.
- \_\_\_\_\_ 2. \_\_\_\_\_

\_\_\_\_\_ Written Test Score

#### **Unit 2: Use and Care of Hand Tools and Utensils**

- \_\_\_\_\_ 1. Compare accuracy of methods of measuring.
- \_\_\_\_\_ 2. Use a steel.
- \_\_\_\_\_ 3. Sharpen a French knife.
- \_\_\_\_\_ 4. Weigh a dry ingredient using baker's scales.
- \_\_\_\_\_ 5. Weigh a liquid ingredient using portion scales.
- \_\_\_\_\_ 6. Measure small amounts of dry and liquid ingredients.
- \_\_\_\_\_ 7. Measure a liquid ingredient.
- \_\_\_\_\_ 8. \_\_\_\_\_

\_\_\_\_\_ Written Test Score

#### **Unit 3: Use and Care of Equipment**

- \_\_\_\_\_ 1. Operate a doughnut machine.
- \_\_\_\_\_ 2. Clean a doughnut machine.
- \_\_\_\_\_ 3. Operate a dish machine.

- \_\_\_\_\_ 4. Clean a dish machine.
- \_\_\_\_\_ 5. Operate a waste disposer.
- \_\_\_\_\_ 6. Operate a mixer.
- \_\_\_\_\_ 7. Clean a mixer.
- \_\_\_\_\_ 8. Operate a slicer.
- \_\_\_\_\_ 9. Clean a slicer.
- \_\_\_\_\_ 10. Operate a deep fat fryer.
- \_\_\_\_\_ 11. Clean a gas deep fat fryer.
- \_\_\_\_\_ 12. Clean an electric deep fat fryer.
- \_\_\_\_\_ 13. Use a steam table.
- \_\_\_\_\_ 14. Clean a steam table.
- \_\_\_\_\_ 15. Operate a conventional oven.
- \_\_\_\_\_ 16. Clean a conventional oven.
- \_\_\_\_\_ 17. Operate a convection oven.
- \_\_\_\_\_ 18. Clean a convection oven.
- \_\_\_\_\_ 19. Operate a microwave oven.
- \_\_\_\_\_ 20. Clean a microwave oven.
- \_\_\_\_\_ 21. Operate a rotary toaster.
- \_\_\_\_\_ 22. Clean a rotary toaster.
- \_\_\_\_\_ 23. Operate coffee equipment.
- \_\_\_\_\_ 24. Clean an urn coffee maker.
- \_\_\_\_\_ 25. Operate a range.
- \_\_\_\_\_ 26. Clean a range.
- \_\_\_\_\_ 27. Operate a broiler.
- \_\_\_\_\_ 28. Clean a broiler.
- \_\_\_\_\_ 29. Operate a grill.
- \_\_\_\_\_ 30. Clean a grill.
- \_\_\_\_\_ 31. Use platform scales.
- \_\_\_\_\_ 32. Clean a work table.
- \_\_\_\_\_ 33. Clean a can opener.
- \_\_\_\_\_ 34. Operate a blender/food processor.
- \_\_\_\_\_ 35. Clean a blender/food processor.
- \_\_\_\_\_ 36. Clean a milk dispenser.
- \_\_\_\_\_ 37. \_\_\_\_\_

\_\_\_\_\_ Written Test Score

Unit 4:

Standard Recipe Use

- \_\_\_\_\_ 1. Convert weights and measures using a conversion table.
- \_\_\_\_\_ 2. Reduce a recipe.
- \_\_\_\_\_ 3. Increase a recipe.
- \_\_\_\_\_ 4. Analyze a work situation.
- \_\_\_\_\_ 5. \_\_\_\_\_

\_\_\_\_\_ Written Test Score



Unit 5: Receiving and Storing Food

- \_\_\_\_\_ 1. Arrange food products using the FIFO rotation system.
- \_\_\_\_\_ 2. Record observations of food handling and storing.
- \_\_\_\_\_ 3. \_\_\_\_\_

\_\_\_\_\_ Written Test Score

Unit 6: Salad Station

- \_\_\_\_\_ 1. Prepare and evaluate a garden salad.
- \_\_\_\_\_ 2. Prepare and evaluate a chef salad.
- \_\_\_\_\_ 3. Prepare and evaluate coleslaw.
- \_\_\_\_\_ 4. Prepare and evaluate potato salad.
- \_\_\_\_\_ 5. Prepare and evaluate jellied bing cherry salad.
- \_\_\_\_\_ 6. \_\_\_\_\_

\_\_\_\_\_ Written Test Score

Unit 7: Sandwich Station

- \_\_\_\_\_ 1. Prepare and evaluate a chicken salad sandwich.
- \_\_\_\_\_ 2. Prepare and evaluate a submarine sandwich.
- \_\_\_\_\_ 3. Prepare and evaluate a club sandwich.
- \_\_\_\_\_ 4. Cut and set up a club sandwich.
- \_\_\_\_\_ 5. \_\_\_\_\_

\_\_\_\_\_ Written Test Score

Unit 8: Fry Station

- \_\_\_\_\_ 1. Complete a list of do's and don'ts for deep frying.
- \_\_\_\_\_ 2. Prepare and evaluate French fried potatoes.
- \_\_\_\_\_ 3. Prepare and evaluate onion rings.
- \_\_\_\_\_ 4. Prepare and evaluate fritters.
- \_\_\_\_\_ 5. Prepare and evaluate a Monte Cristo sandwich.
- \_\_\_\_\_ 6. Prepare and evaluate deep fat fried chicken.
- \_\_\_\_\_ 7. \_\_\_\_\_

\_\_\_\_\_ Written Test Score

Unit 9: Grill Station

- \_\_\_\_\_ 1. Prepare and evaluate a cheeseburger.
- \_\_\_\_\_ 2. Prepare and evaluate a grilled cheese sandwich.
- \_\_\_\_\_ 3. Prepare and evaluate a Reuben sandwich.
- \_\_\_\_\_ 4. Prepare and evaluate ground beef patties.
- \_\_\_\_\_ 5. Prepare and evaluate a club steak.
- \_\_\_\_\_ 6. \_\_\_\_\_

\_\_\_\_\_ Written Test Score



Unit 10: Breakfast Station

- \_\_\_\_\_ 1. Prepare scrambled eggs.
- \_\_\_\_\_ 2. Prepare fried eggs.
- \_\_\_\_\_ 3. Prepare simmered eggs.
- \_\_\_\_\_ 4. Prepare poached eggs.
- \_\_\_\_\_ 5. Prepare an omelet.
- \_\_\_\_\_ 6. Prepare pancakes.
- \_\_\_\_\_ 7. Prepare hash brown potatoes.
- \_\_\_\_\_ 8. Prepare blanched link sausage.
- \_\_\_\_\_ 9. Prepare blanched bacon.
- \_\_\_\_\_ 10. \_\_\_\_\_

\_\_\_\_\_ Written Test Score

Unit 11: Dining Room Service

- \_\_\_\_\_ 1. Write and total a guest check.
- \_\_\_\_\_ 2. Use arm technique to pick up and place plates and glasses.
- \_\_\_\_\_ 3. Serve a booth or wall table.
- \_\_\_\_\_ 4. \_\_\_\_\_

\_\_\_\_\_ Written Test Score

Unit 12: Counter Service

- \_\_\_\_\_ 1. Fold and stack napkins.
- \_\_\_\_\_ 2. Wrap and stack flatware.
- \_\_\_\_\_ 3. Prepare and evaluate coffee.
- \_\_\_\_\_ 4. Prepare and evaluate iced tea.
- \_\_\_\_\_ 5. Prepare a soft drink.
- \_\_\_\_\_ 6. Prepare a milk shake.
- \_\_\_\_\_ 7. \_\_\_\_\_

\_\_\_\_\_ Written Test Score

Unit 13: Cashiering

- \_\_\_\_\_ 1. Set up a cash drawer.
- \_\_\_\_\_ 2. Balance and total a cash drawer.
- \_\_\_\_\_ 3. Count change.
- \_\_\_\_\_ 4. Take cash and make change.
- \_\_\_\_\_ 5. Process a credit card sale.
- \_\_\_\_\_ 6. \_\_\_\_\_

\_\_\_\_\_ Written Test Score

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

\* Permission to duplicate this profile is granted.

## ***Food Production, Management, and Services: Fast Foods***

### **Instructional/Task Analysis**

#### **Related Information: What the Student Should Know**

#### **Application: What the Student Should Be Able to Do**

##### **Unit 1: Orientation**

- |                                                                        |                                                              |
|------------------------------------------------------------------------|--------------------------------------------------------------|
| 1. Terms and definitions                                               | 5. Complete a checklist on what is important to you in a job |
| 2. Typical fast food career ladder                                     |                                                              |
| 3. Advantages and disadvantages of employment in a fast food operation |                                                              |
| 4. Factors which create a demand for fast food operations              |                                                              |

##### **Unit 2: Use and Care of Hand Tools and Utensils**

- |                                                                     |                                                         |
|---------------------------------------------------------------------|---------------------------------------------------------|
| 1. Knives and sharpening tools                                      | 13. Compare accuracy of methods of measuring            |
| 2. Parts of a knife                                                 | 14. Use a steel                                         |
| 3. Parts of a steel                                                 | 15. Sharpen a French knife                              |
| 4. Rules to follow when sharpening knives                           | 16. Weigh a dry ingredient using baker's scales         |
| 5. Care of knives                                                   | 17. Weigh a liquid ingredient using portion scales      |
| 6. Knife safety practices                                           | 18. Measure small amounts of dry and liquid ingredients |
| 7. Baking tools and utensils                                        | 19. Measure a liquid ingredient                         |
| 8. Cooking tools and utensils                                       |                                                         |
| 9. Food preparation tools and utensils                              |                                                         |
| 10. Food handling tools and utensils                                |                                                         |
| 11. Measuring and weighing tools and utensils                       |                                                         |
| 12. Rules to observe in the use and care of hand tools and utensils |                                                         |

**Related Information: What  
the Student Should Know**

**Application: What the  
Student Should Be Able to Do**

**Unit 3: Use and Care of Equipment**

- |                                                                      |                                      |
|----------------------------------------------------------------------|--------------------------------------|
| 1. Types of equipment                                                | 5. Operate a doughnut machine        |
| 2. Food contact surfaces that must be<br>sanitized just prior to use | 6. Clean a doughnut machine          |
| 3. General operating procedures                                      | 7. Operate a dish machine            |
| 4. Safety requirements for equipment                                 | 8. Clean a dish machine              |
|                                                                      | 9. Operate a waste disposer          |
|                                                                      | 10. Operate a mixer                  |
|                                                                      | 11. Clean a mixer                    |
|                                                                      | 12. Operate a slicer                 |
|                                                                      | 13. Clean a slicer                   |
|                                                                      | 14. Operate a deep fat fryer         |
|                                                                      | 15. Clean a gas deep fat fryer       |
|                                                                      | 16. Clean an electric deep fat fryer |
|                                                                      | 17. Use a steam table                |
|                                                                      | 18. Clean a steam table              |
|                                                                      | 19. Operate a conventional oven      |
|                                                                      | 20. Clean a conventional oven        |
|                                                                      | 21. Operate a convection oven        |
|                                                                      | 22. Clean a convection oven          |
|                                                                      | 23. Operate a microwave oven         |
|                                                                      | 24. Clean a microwave oven           |
|                                                                      | 25. Operate a rotary toaster         |
|                                                                      | 26. Clean a rotary toaster           |
|                                                                      | 27. Operate coffee equipment         |

**Related Information: What  
the Student Should Know**

**Application: What the  
Student Should Be Able to Do**

28. Clean an urn coffee maker
29. Operate a range
30. Clean a range
31. Operate a broiler
32. Clean a broiler
33. Operate a grill
34. Clean a grill
35. Use platform scales
36. Clean a work table
37. Clean a can opener
38. Operate a blender/food processor
39. Clean a blender/food processor
40. Clean a milk dispenser

**Unit 4: Standard Recipe Use**

1. Terms and definitions
2. Reasons for using a standardized recipe
3. Contents of a standard recipe
4. Steps to follow when using a standard recipe
5. Abbreviations of weights and measures
6. Equivalents of weights and measures
7. Common can sizes and their equivalents

**Related Information: What  
the Student Should Know**

8. Reasons for accurate weighing and measuring
9. Reasons for substitutions in standard recipes
10. Reasons for using a conversion table when adjusting standard recipes
11. Weights and measures used in a standard recipe
12. Adjusting yield on a standard recipe
13. Reasons for checking recipe calculations
14. Procedures for assembling supplies
15. Ways to coordinate use of needed equipment
16. Steps for organizing work
17. Methods of work simplification
18. Guidelines for timing food preparation

**Application: What the  
Student Should Be Able to Do**

19. Convert weights and measures using a conversion table
20. Reduce a recipe
21. Increase a recipe
22. Analyze a work situation

**Unit 5: Receiving and Storing Food**

1. Terms and definitions
2. Procedures for receiving food
3. Dry storage requirements
4. Types of dry storeroom contents
5. Storage requirements for insecticides, rodenticides, and caustic cleaning agents
6. Rules of storeroom management
7. Duties of storeroom personnel

**Related Information: What  
the Student Should Know**

8. Refrigerated storage requirements
9. General practices and procedures for refrigerated storage
10. Frozen storage requirements
11. Purpose of a storeroom food requisition

**Application: What the  
Student Should Be Able to Do**

12. Arrange food products using FIFO rotation system
13. Record observations of food handling and storage

**Unit 6: Salad Station**

1. Terms and definitions
2. Duties of a salad maker
3. Types of salads
4. Basic parts of a salad
5. Preparation and storage of salad greens
6. Handling and storing fruits and vegetables
7. General suggestions for making salads
8. Factors which may affect gelatins
9. Methods of serving salads
10. Characteristics of a quality salad
11. Basic types of salad dressings
12. Factors to consider in the selection of salad dressings
13. Common types of garnishes
14. Suggestions for using garnishes
15. Characteristics of a salad bar
16. Steps for setting up a salad bar



**Related Information: What the Student Should Know**

17. Arrangement of a salad bar
18. Ways to maintain a salad bar
19. Steps in breaking down and cleaning a salad bar

**Application: What the Student Should Be Able to Do**

20. Prepare and evaluate a garden salad
21. Prepare and evaluate a chef salad
22. Prepare and evaluate coleslaw
24. Prepare and evaluate potato salad
25. Prepare and evaluate jellied bing cherry salad

**Unit 7: Sandwich Station**

1. Terms and definitions
2. Duties of a sandwich worker
3. Equipment used in the sandwich station
4. Hand tools, and utensils used in the sandwich station
5. Four basic sandwich ingredients
6. Methods of preparation for sandwiches
7. Types of cold sandwiches
8. Cold sandwich wrapping
9. Types of hot sandwiches
10. Sandwich storage
11. Standards of quality for sandwiches
12. Prepare and evaluate a chicken salad sandwich
13. Prepare and evaluate a submarine sandwich
14. Prepare and evaluate a club sandwich
15. Cut and set up a club sandwich

**Unit 8: Fry Station**

1. Terms and definitions
2. Duties of a fry station worker
3. Common deep fried food items
4. Operating a deep fryer

**Related Information: What  
the Student Should Know**

5. Types of frying mediums
6. Good qualities of frying mediums
7. Care of frying mediums
8. Cooking advantages of deep frying
9. Problems, causes, and corrections in deep frying
10. Purposes of breading
11. Procedures for breading food items
12. Batter dipped foods
13. Safety rules for deep frying
14. Standards of quality for deep fried foods

**Application: What the  
Student Should Be Able to Do**

15. Complete a list of dos and don'ts for deep frying
16. Prepare and evaluate french fried potatoes
17. Prepare and evaluate onion rings
18. Prepare and evaluate fritters
19. Prepare and evaluate a Monte Cristo sandwich
20. Prepare and evaluate deep fat fried chicken

**Unit 9: Grill Station**

- |                                                    |                                                   |
|----------------------------------------------------|---------------------------------------------------|
| 1. Terms and definitions                           | 6. Prepare and evaluate a cheeseburger            |
| 2. Duties of a grill station worker                | 7. Prepare and evaluate a grilled cheese sandwich |
| 3. Common menu items prepared in the grill station | 8. Prepare and evaluate a Reuben sandwich         |
| 4. Factors affecting grill cooking                 | 9. Prepare and evaluate ground beef patties       |
| 5. Procedures for broiling food items              | 10. Prepare and evaluate a club steak             |

**Unit 10: Breakfast Station**

1. Terms and definitions
2. Unique features to the breakfast meal
3. Characteristics of a Continental breakfast

**Related Information: What  
the Student Should Know**

4. Common breakfast foods
5. Preparation procedures for breakfast foods
6. Common condiments

**Application: What the  
Student Should Be Able to Do**

7. Prepare scrambled eggs
8. Prepare fried eggs
9. Prepare simmered eggs
10. Prepare poached eggs
11. Prepare an omelet
12. Prepare pancakes
13. Prepare hash brown potatoes
14. Prepare blanched link sausage
15. Prepare blanched bacon

**Unit 11: Dining Room Service**

- |                                                           |                                                               |
|-----------------------------------------------------------|---------------------------------------------------------------|
| 1. Terms and definitions                                  | 12. Write and total a guest check                             |
| 2. Good grooming habits and personal hygiene              | 13. Use arm technique to pick up and place plates and glasses |
| 3. Clothing requirements for service personnel            | 14. Serve a booth or wall table                               |
| 4. Ways of displaying proper work attitudes               |                                                               |
| 5. Ways to deal with guests                               |                                                               |
| 6. Duties and responsibilities of a waiter/waitress       |                                                               |
| 7. Duties and responsibilities of a dining room attendant |                                                               |
| 8. Duties and responsibilities of service personnel       |                                                               |
| 9. Job safety rules                                       |                                                               |
| 10. Safe use of trays and bus carts                       |                                                               |
| 11. Ways to lift and carry heavy objects                  |                                                               |

**Related Information: What  
the Student Should Know**

**Application: What the  
Student Should Be Able to Do**

**Unit 12: Counter Service**

- |                                                          |                                   |
|----------------------------------------------------------|-----------------------------------|
| 1. Terms and definitions                                 | 11. Fold and stack napkins        |
| 2. Ways to deal with guests                              | 12. Wrap and stack flatware       |
| 3. Opening duties of a counter worker                    | 13. Prepare and evaluate coffee   |
| 4. Tips for good counter service                         | 14. Prepare and evaluate iced tea |
| 5. General rules concerning portioning food              | 15. Prepare a soft drink          |
| 6. Steps for portioning French fries and onion rings     | 16. Prepare a milk shake          |
| 7. Methods of portioning desserts                        |                                   |
| 8. Rules for packaging carryout orders                   |                                   |
| 9. Ways to maintain sanitary conditions                  |                                   |
| 10. Closing responsibilities of a counter service worker |                                   |

**Unit 13: Cashiering**

1. Terms and definitions
2. Proper work attitudes
3. Proper appearance for a cashier
4. Duties and responsibilities of a cashier
5. Ways to handle guest complaints
6. Steps in using a tax table
7. Commonly used credit cards
8. Characteristics of a check
9. General rules for cashing checks
10. Common denominations

**Related Information: What  
the Student Should Know**

11. Ways to detect counterfeit bills
12. Common practices of a shortchange artist
13. Ways to avoid the shortchange artist
14. Methods of money manipulation
15. Ways to prevent money manipulation

**Application: What the  
Student Should Be Able to Do**

16. Set up a cash drawer
17. Balance and total a cash drawer
18. Count change
19. Take cash and make change
20. Process a credit card sale

**Related Academic and Workplace Skills  
For Food Production, Management, and Services: Fast Foods**

| Task                                                                    | Skill Group                | Sub Skill                       | Description                                                                                                     |
|-------------------------------------------------------------------------|----------------------------|---------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Unit 1: Orientation</b>                                              |                            |                                 |                                                                                                                 |
| Complete a checklist on what is most important to you in a job (A.S. 1) | Foundation Skills          | Reading                         | Follows written directions                                                                                      |
|                                                                         |                            | Writing                         | Completes form accurately—checklist; presents answers in a clear and understandable form; writes/prints legibly |
|                                                                         | Personal Management Skills | Personal and career development | Analyzes own personal characteristics                                                                           |
| <b>Unit 2: Use and Care of Hand Tools and Utensils</b>                  |                            |                                 |                                                                                                                 |
| Compare accuracy of methods of measuring (A.S. 1)                       | Foundation Skills          | Reading                         | Follows written directions                                                                                      |
|                                                                         |                            | Writing                         | Presents answers/conclusions in a clear and understandable form; writes/prints legibly                          |
|                                                                         |                            | Math                            | Makes precision measurements using a scale                                                                      |
|                                                                         | Adaptability Skills        | Problem solving                 | Draws conclusions from observations                                                                             |
| Use a steel (J.S. 1)                                                    | Foundation Skills          | Reading                         | Applies information to job performance; follows written directions                                              |
| Sharpen a French knife (J.S. 2)                                         | Foundation Skills          | Reading                         | Applies information to job performance; follows written directions                                              |
| Weigh a dry ingredient using baker's scales (J.S. 3)                    | Foundation Skills          | Reading                         | Applies information to job performance; follows written directions                                              |
|                                                                         |                            | Math                            | Makes precision measurements using a baker's scale                                                              |
| Weigh a liquid ingredient using portion scales (J.S. 4)                 | Foundation Skills          | Reading                         | Applies information to job performance; follows written directions                                              |
|                                                                         |                            | Math                            | Makes precision measurements using a portion scale                                                              |
| Measure small amounts of dry and liquid ingredients (J.S. 5)            | Foundation Skills          | Reading                         | Applies information to job performance; follows written directions                                              |

| Task                                     | Skill Group       | Sub Skill | Description                                                                                 |
|------------------------------------------|-------------------|-----------|---------------------------------------------------------------------------------------------|
|                                          |                   | Math      | Takes measurements using common measuring devices                                           |
| Measure a liquid ingredient (J.S. 6)     | Foundation Skills | Reading   | Applies information to job performance; follows written directions                          |
|                                          |                   | Math      | Takes measurements using common measuring devices                                           |
| <b>Unit 3: Use and Care of Equipment</b> |                   |           |                                                                                             |
| Operate a doughnut machine (J.S. 1)      | Foundation Skills | Reading   | Reads and follows instructions to operate equipment                                         |
| Clean a doughnut machine (J.S. 2)        | Foundation Skills | Reading   | Uses appropriate materials and techniques as specified                                      |
| Operate a dish machine (J.S. 3)          | Foundation Skills | Reading   | Reads and follows instructions to operate equipment                                         |
|                                          |                   | Science   | Observes sanitation requirements                                                            |
| Clean a dish machine (J.S. 4)            | Foundation Skills | Reading   | Uses appropriate materials and techniques as specified                                      |
| Operate a waste disposer (J.S. 5)        | Foundation Skills | Reading   | Reads and follows instructions to operate equipment                                         |
| Operate a mixer (J.S. 6)                 | Foundation Skills | Reading   | Applies information to job performance; reads and follows instructions to operate equipment |
| Clean a mixer (J.S. 7)                   | Foundation Skills | Reading   | Uses appropriate materials and techniques as specified                                      |
| Operate a slicer (J.S. 8)                | Foundation Skills | Reading   | Applies information to job performance; reads and follows instructions to operate equipment |
| Clean a slicer (J.S. 9)                  | Foundation Skills | Reading   | Uses appropriate materials and techniques as specified                                      |
|                                          |                   | Science   | Observes sanitation requirements                                                            |
| Operate a deep fat fryer (J.S. 10)       | Foundation Skills | Reading   | Applies information to job performance; reads and follows instructions to operate equipment |
|                                          |                   | Science   | Observes sanitation requirements                                                            |
| Clean a gas deep fat fryer (J.S. 11)     | Foundation Skills | Reading   | Uses appropriate materials and techniques as specified                                      |
|                                          |                   | Science   | Observes sanitation requirements                                                            |



| Task                                       | Skill Group       | Sub Skill | Description                                                                                 |
|--------------------------------------------|-------------------|-----------|---------------------------------------------------------------------------------------------|
| Clean an electric deep fat fryer (J.S. 12) | Foundation Skills | Reading   | Applies information to job performance; reads and follows instructions to operate equipment |
|                                            |                   | Science   | Observes sanitation requirements                                                            |
| Use a steam table (J.S. 13)                | Foundation Skills | Reading   | Applies information to job performance; reads and follows instructions to operate equipment |
|                                            |                   | Science   | Observes sanitation requirements                                                            |
| Clean a steam table (J.S. 14)              | Foundation Skills | Reading   | Uses appropriate materials and techniques as specified                                      |
| Operate a conventional oven (J.S. 15)      | Foundation Skills | Reading   | Reads and follows instructions to operate equipment                                         |
| Clean a conventional oven (J.S. 16)        | Foundation Skills | Reading   | Uses appropriate materials and techniques as specified                                      |
| Operate a convection oven (J.S. 17)        | Foundation Skills | Reading   | Reads and follows instructions to operate equipment                                         |
| Clean a convection oven (J.S. 18)          | Foundation Skills | Reading   | Uses appropriate materials and techniques as specified                                      |
| Operate a microwave oven (J.S. 19)         | Foundation Skills | Reading   | Applies information to job performance; reads and follows instructions to operate equipment |
| Clean a microwave oven (J.S. 20)           | Foundation Skills | Reading   | Uses appropriate materials and techniques as specified                                      |
| Operate a rotary toaster (J.S. 21)         | Foundation Skills | Reading   | Applies information to job performance; reads and follows instructions to operate equipment |
| Clean a rotary toaster (J.S. 22)           | Foundation Skills | Reading   | Uses appropriate materials and techniques as specified                                      |
| Operate coffee equipment (J.S. 23)         | Foundation Skills | Reading   | Applies information to job performance; reads and follows instructions to operate equipment |
| Clean an urn coffee maker (J.S. 24)        | Foundation Skills | Reading   | Uses appropriate materials and techniques as specified                                      |
| Operate a range (J.S. 25)                  | Foundation Skills | Reading   | Applies information to job performance; reads and follows instructions to operate equipment |
| Clean a range (J.S. 26)                    | Foundation Skills | Reading   | Uses appropriate materials and techniques as specified                                      |

| Task                                                           | Skill Group       | Sub Skill | Description                                                                                 |
|----------------------------------------------------------------|-------------------|-----------|---------------------------------------------------------------------------------------------|
| Operate a broiler (J.S. 27)                                    | Foundation Skills | Reading   | Reads and follows instructions to operate equipment                                         |
| Clean a broiler (J.S. 28)                                      | Foundation Skills | Reading   | Uses appropriate materials and techniques as specified                                      |
| Operate a grill (J.S. 29)                                      | Foundation Skills | Reading   | Applies information to job performance; reads and follows instructions to operate equipment |
| Clean a grill (J.S. 30)                                        | Foundation Skills | Reading   | Uses appropriate materials and techniques as specified                                      |
| Use platform scales (J.S. 31)                                  | Foundation Skills | Reading   | Reads and follows instructions to operate equipment                                         |
|                                                                |                   | Math      | Takes measurements using common measuring devices                                           |
| Clean a work table (J.S. 32)                                   | Foundation Skills | Reading   | Uses appropriate materials and techniques as specified                                      |
|                                                                |                   | Science   | Observes sanitation requirements                                                            |
| Clean a can opener (J.S. 33)                                   | Foundation Skills | Reading   | Uses appropriate materials and techniques as specified                                      |
| Operate a blender/food processor (J.S. 34)                     | Foundation Skills | Reading   | Applies information to job performance; reads and follows instructions to operate equipment |
| Clean a blender/food processor (J.S. 35)                       | Foundation Skills | Reading   | Uses appropriate materials and techniques as specified                                      |
| Clean a milk dispenser (J.S. 36)                               | Foundation Skills | Reading   | Uses appropriate materials and techniques as specified                                      |
|                                                                |                   | Science   | Observe health/sanitation requirements                                                      |
| <b>Unit 4: Standard Recipe Use</b>                             |                   |           |                                                                                             |
| Convert weights and measures using a conversion table (A.S. 1) | Foundation Skills | Reading   | Uses table to obtain factual information; follows written directions                        |
|                                                                |                   | Math      | Converts different units of measurement                                                     |
| Reduce a recipe (A.S. 2)                                       | Foundation Skills | Math      | Applies principles of subtraction to work situation; calculates units of measurement        |
| Increase a recipe (A.S. 3)                                     | Foundation Skills | Math      | Applies principles of addition to work situation; calculates units of measurement           |
| Analyze a work situation (A.S. 4)                              | Foundation Skills | Reading   | Follows written directions                                                                  |

| Task | Skill Group          | Sub Skill           | Description                                                                               |
|------|----------------------|---------------------|-------------------------------------------------------------------------------------------|
|      |                      | Writing             | Presents answers/conclusions in a clear and understandable form                           |
|      | Communication Skills | Oral Communications | Communicates a thought, idea, or fact in spoken form                                      |
|      |                      | Listening           | Listens for conversation                                                                  |
|      | Adaptability Skills  | Problem solving     | Draws conclusions from observations and evaluates conditions and gives possible solutions |

#### Unit 5: Receiving and Storing Food

|                                                               |                     |                   |                                                                                             |
|---------------------------------------------------------------|---------------------|-------------------|---------------------------------------------------------------------------------------------|
| Arrange food products using the FIFO rotation system (A.S. 1) | Foundation Skills   | Reading           | Applies information and concepts derived from printed materials; follows written directions |
|                                                               | Adaptability Skills | Problem solving   | Applies knowledge to implement work-related system or practice                              |
| Record observations of food handling and storage (A.S. 2)     | Foundation Skills   | Reading           | Analyzes and applies what has been read to specific task; follows written directions        |
|                                                               |                     | Writing           | Presents own opinion in written form in a clear, concise manner                             |
|                                                               | Adaptability Skills | Creative thinking | Forms opinions in dealing with existing problems/situations                                 |

#### Unit 6: Salad Station

|                                              |                     |                   |                                                                                                |
|----------------------------------------------|---------------------|-------------------|------------------------------------------------------------------------------------------------|
| Prepare and evaluate a garden salad (J.S. 1) | Foundation Skills   | Reading           | Applies information to job performance; uses appropriate materials and techniques as specified |
|                                              |                     | Science           | Observes health code/sanitation requirements                                                   |
|                                              |                     | Writing           | Presents answers/conclusions in a clear and understandable form                                |
|                                              |                     | Math              | Measures ingredients using common measuring devices; calculates total points using addition    |
|                                              | Adaptability Skills | Creative thinking | Forms opinions                                                                                 |
| Prepare and evaluate a chef salad (J.S. 2)   | Foundation Skills   | Reading           | Applies information to job performance; uses appropriate materials and techniques as specified |

| Task                                                    | Skill Group         | Sub Skill                                                       | Description                                                                                    |                                                                                                |
|---------------------------------------------------------|---------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Prepare and evaluate coleslaw (J.S. 3)                  |                     | Science                                                         | Observes health code/ sanitation requirements                                                  |                                                                                                |
|                                                         |                     | Writing                                                         | Presents answers/conclusions in a clear and understandable form                                |                                                                                                |
|                                                         |                     | Math                                                            | Measures ingredients using common measuring devices; calculates total points using addition    |                                                                                                |
|                                                         | Adaptability Skills | Creative thinking                                               | Forms opinions                                                                                 |                                                                                                |
|                                                         | Foundation Skills   | Reading                                                         | Applies information to job performance; uses appropriate materials and techniques as specified |                                                                                                |
|                                                         |                     | Science                                                         | Observes health code/ sanitation requirements                                                  |                                                                                                |
| Writing                                                 |                     | Presents answers/conclusions in a clear and understandable form |                                                                                                |                                                                                                |
| Prepare and evaluate potato salad (J.S. 4)              |                     | Math                                                            | Measures ingredients using common measuring devices; calculates total points using addition    |                                                                                                |
|                                                         |                     | Adaptability Skills                                             | Creative thinking                                                                              | Forms opinions                                                                                 |
|                                                         |                     | Foundation Skills                                               | Reading                                                                                        | Applies information to job performance; uses appropriate materials and techniques as specified |
|                                                         |                     | Science                                                         | Observes health code/ sanitation requirements                                                  |                                                                                                |
|                                                         |                     | Writing                                                         | Presents answers/conclusions in a clear and understandable form                                |                                                                                                |
|                                                         |                     | Math                                                            | Measures ingredients using common measuring devices; calculates total points using addition    |                                                                                                |
| Prepare and evaluate jellied bing cherry salad (J.S. 5) | Adaptability Skills | Creative thinking                                               | Forms opinions                                                                                 |                                                                                                |
|                                                         | Foundation Skills   | Reading                                                         | Applies information to job performance; uses appropriate materials and techniques as specified |                                                                                                |
|                                                         |                     | Science                                                         | Observes health code/ sanitation requirements                                                  |                                                                                                |

| Task                                                   | Skill Group         | Sub Skill           | Description                                                                                    |
|--------------------------------------------------------|---------------------|---------------------|------------------------------------------------------------------------------------------------|
| Unit 7: Sandwich Station                               |                     | Writing             | Presents answers/conclusions in a clear and understandable form                                |
|                                                        |                     | Math                | Measures ingredients using common measuring devices; calculates total points using addition    |
|                                                        |                     | Adaptability Skills |                                                                                                |
|                                                        |                     | Creative thinking   | Forms opinions                                                                                 |
| Prepare and evaluate a chicken salad sandwich (J.S. 1) | Foundation Skills   | Reading             | Applies information to job performance; uses appropriate materials and techniques as specified |
|                                                        |                     | Science             | Observes health code/ sanitation requirements                                                  |
|                                                        |                     | Writing             | Presents answers/conclusions in a clear and understandable form                                |
|                                                        |                     | Math                | Measures ingredients using common measuring devices; calculate total points using addition     |
| Prepare and evaluate a submarine sandwich (J.S. 2)     | Foundation Skills   | Adaptability Skills |                                                                                                |
|                                                        |                     | Creative thinking   | Forms opinions                                                                                 |
|                                                        |                     | Reading             | Applies information to job performance; uses appropriate materials and techniques as specified |
|                                                        |                     | Science             | Observes health code/ sanitation requirements                                                  |
| Prepare and evaluate a club sandwich (J.S. 3)          | Foundation Skills   | Reading             | Applies information to job performance; uses appropriate materials and techniques as specified |
|                                                        |                     | Science             | Observes health code/ sanitation requirements                                                  |
|                                                        |                     | Writing             | Presents answers/conclusions in a clear and understandable form                                |
|                                                        |                     | Math                | Measures ingredients using common measuring devices; calculate total points using addition     |
|                                                        | Adaptability Skills | Creative thinking   | Forms opinions                                                                                 |

| Task                                                       | Skill Group         | Sub Skill         | Description                                                                                    |
|------------------------------------------------------------|---------------------|-------------------|------------------------------------------------------------------------------------------------|
| Cut and set up a club sandwich (J.S. 4)                    | Foundation Skills   | Reading           | Applies information to job performance; uses appropriate materials and techniques as specified |
|                                                            |                     | Science           | Observes health code/sanitation requirements                                                   |
| <b>Unit 8: Fry Station</b>                                 |                     |                   |                                                                                                |
| Complete a list of dos and don'ts for deep frying (A.S. 1) | Foundation Skills   | Reading           | Applies information and concepts derived from printed materials; follows written directions    |
|                                                            |                     | Writing           | Completes form accurately—checklist; writes/prints legibly                                     |
| Prepare and evaluate french fried potatoes (J.S. 1)        | Foundation Skills   | Reading           | Applies information to job performance; uses appropriate materials and techniques as specified |
|                                                            |                     | Science           | Observes health code/sanitation requirements                                                   |
|                                                            |                     | Writing           | Presents answers/conclusions in a clear and understandable form                                |
|                                                            | Adaptability Skills | Creative thinking | Forms opinions                                                                                 |
| Prepare and evaluate onion rings (J.S. 2)                  | Foundation Skills   | Reading           | Applies information to job performance; uses appropriate materials and techniques as specified |
|                                                            |                     | Science           | Observes health code/sanitation requirements                                                   |
|                                                            |                     | Writing           | Presents answers/conclusions in a clear and understandable form                                |
|                                                            |                     | Math              | Measures ingredients using common measuring devices                                            |
|                                                            | Adaptability Skills | Creative thinking | Forms opinions                                                                                 |
| Prepare and evaluate fritters (J.S. 3)                     | Foundation Skills   | Reading           | Applies information to job performance; uses appropriate materials and techniques as specified |
|                                                            |                     | Science           | Observes health code/sanitation requirements                                                   |
|                                                            |                     | Writing           | Presents answers/conclusions in a clear and understandable form                                |

| Task                                                  | Skill Group       | Sub Skill           | Description                                                                                    |                |
|-------------------------------------------------------|-------------------|---------------------|------------------------------------------------------------------------------------------------|----------------|
| Prepare and evaluate a Monte Cristo Sandwich (J.S. 4) | Foundation Skills | Math                | Measures ingredients using common measuring devices                                            |                |
|                                                       |                   | Adaptability Skills | Creative thinking                                                                              | Forms opinions |
|                                                       |                   | Reading             | Applies information to job performance; uses appropriate materials and techniques as specified |                |
|                                                       |                   | Science             | Observes health code/sanitation requirements                                                   |                |
|                                                       |                   | Writing             | Presents answers/conclusions in a clear and understandable form                                |                |
| Prepare and evaluate deep fried chicken (J.S. 5)      | Foundation Skills | Math                | Measures ingredients using common measuring devices; calculates total points using addition    |                |
|                                                       |                   | Adaptability Skills | Creative thinking                                                                              | Forms opinions |
|                                                       |                   | Reading             | Applies information to job performance; uses appropriate materials and techniques as specified |                |
|                                                       |                   | Science             | Observes health code/sanitation requirements                                                   |                |
|                                                       |                   | Writing             | Presents answers/conclusions in a clear and understandable form                                |                |
| Unit 9: Grill Station                                 | Foundation Skills | Math                | Measures ingredients using common measuring devices; calculates total points using addition    |                |
|                                                       |                   | Adaptability Skills | Creative thinking                                                                              | Forms opinions |
|                                                       |                   | Reading             | Applies information to job performance; uses appropriate materials and techniques as specified |                |
|                                                       |                   | Science             | Observes health code/sanitation requirements                                                   |                |
|                                                       |                   | Writing             | Presents answers/conclusions in a clear and understandable form                                |                |
| Prepare and evaluate a cheeseburger (J.S. 1)          | Foundation Skills | Adaptability Skills | Creative thinking                                                                              | Forms opinions |
|                                                       |                   | Reading             | Applies information to job performance; uses appropriate materials and techniques as specified |                |
|                                                       |                   | Science             | Observes health code/sanitation requirements                                                   |                |
|                                                       | Foundation Skills | Writing             | Presents answers/conclusions in a clear and understandable form                                |                |
|                                                       |                   | Adaptability Skills | Creative thinking                                                                              | Forms opinions |





| Task                           | Skill Group       | Sub Skill | Description                                                                                    |
|--------------------------------|-------------------|-----------|------------------------------------------------------------------------------------------------|
| Prepare fried eggs (J.S. 2)    | Foundation Skills | Science   | Observes health code/ sanitation requirements                                                  |
|                                |                   | Math      | Measures ingredients using common measuring devices                                            |
|                                |                   | Reading   | Applies information to job performance; uses appropriate materials and techniques as specified |
|                                |                   | Science   | Observes health code/ sanitation requirements                                                  |
| Prepare simmered eggs (J.S. 3) | Foundation Skills | Math      | Measures ingredients using common measuring devices                                            |
|                                |                   | Reading   | Applies information to job performance; uses appropriate materials and techniques as specified |
|                                |                   | Science   | Observes health code/ sanitation requirements                                                  |
|                                |                   | Math      | Measures ingredients using common measuring devices                                            |
| Prepare poached eggs (J.S. 4)  | Foundation Skills | Reading   | Applies information to job performance; uses appropriate materials and techniques as specified |
|                                |                   | Science   | Observes health code/ sanitation requirements                                                  |
|                                |                   | Math      | Measures ingredients using common measuring devices                                            |
|                                |                   | Reading   | Applies information to job performance; uses appropriate materials and techniques as specified |
| Prepare an omelet (J.S. 5)     | Foundation Skills | Science   | Observes health code/ sanitation requirements                                                  |
|                                |                   | Math      | Measures ingredients using common measuring devices                                            |
|                                |                   | Reading   | Applies information to job performance; uses appropriate materials and techniques as specified |
|                                |                   | Science   | Observes health code/ sanitation requirements                                                  |
| Prepare pancakes (J.S. 6)      | Foundation Skills | Math      | Measures ingredients using common measuring devices                                            |
|                                |                   | Reading   | Applies information to job performance; uses appropriate materials and techniques as specified |
|                                |                   | Science   | Observes health code/ sanitation requirements                                                  |
|                                |                   | Math      | Measures ingredients using common measuring devices                                            |

| Task                                      | Skill Group       | Sub Skill | Description                                                                                    |
|-------------------------------------------|-------------------|-----------|------------------------------------------------------------------------------------------------|
| Prepare hash brown potatoes<br>(J.S. 7)   | Foundation Skills | Reading   | Applies information to job performance; uses appropriate materials and techniques as specified |
|                                           |                   | Science   | Observes health code/sanitation requirements                                                   |
|                                           |                   | Math      | Measures ingredients using common measuring devices                                            |
| Prepare blanched link sausage<br>(J.S. 8) | Foundation Skills | Reading   | Applies information to job performance; uses appropriate materials and techniques as specified |
|                                           |                   | Science   | Observes health code/sanitation requirements                                                   |
|                                           |                   | Math      | Measures ingredients using common measuring devices                                            |
| Prepare blanched bacon<br>(J.S. 9)        | Foundation Skills | Reading   | Applies information to job performance; uses appropriate materials and techniques as specified |
|                                           |                   | Science   | Observes health code/sanitation requirements                                                   |
|                                           |                   | Math      | Measures ingredients using common measuring devices                                            |

#### Unit 11: Dining Room Service

|                                                                       |                            |                         |                                                                                                |
|-----------------------------------------------------------------------|----------------------------|-------------------------|------------------------------------------------------------------------------------------------|
| Write and total a guest check<br>(J.S. 1)                             | Foundation Skills          | Reading                 | Applies information to job performance                                                         |
|                                                                       |                            | Writing                 | Completes form accurately—guest check; writes/prints legibly                                   |
|                                                                       |                            | Math                    | Applies addition principles                                                                    |
|                                                                       | Communication Skills       | Oral Communication      | Speaks in a clear, concise manner; asks questions to obtain information                        |
|                                                                       | Group Effectiveness Skills | Interpersonal Relations | Applies human relations skills to real-life situation                                          |
| Use arm technique to pick up and place plates and glasses<br>(J.S. 2) | Foundation Skills          | Listening               | Listens for content                                                                            |
|                                                                       |                            | Reading                 | Applies information to job performance; uses appropriate materials and techniques as specified |
|                                                                       |                            | Science                 | Observes health code-sanitation requirements                                                   |

| Task                                    | Skill Group                | Sub Skill               | Description                                                                                    |
|-----------------------------------------|----------------------------|-------------------------|------------------------------------------------------------------------------------------------|
| Serve a booth or wall table<br>(J.S. 3) | Foundation Skills          | Reading                 | Applies information to job performance; uses appropriate materials and techniques as specified |
|                                         |                            | Science                 | Observes health code-sanitation requirements                                                   |
|                                         | Communication Skills       | Oral Communication      | Speaks in a clear, concise manner                                                              |
|                                         | Group Effectiveness Skills | Interpersonal Relations | Applies human relations skills to real-life situation                                          |

## Unit 12: Counter Service

|                                           |                      |                    |                                                                                       |
|-------------------------------------------|----------------------|--------------------|---------------------------------------------------------------------------------------|
| Fold and stack napkins (J.S. 1)           | Foundation Skills    | Reading            | Follows written directions; applies information to job performance                    |
| Wrap and stack flatware (J.S. 2)          | Foundation Skills    | Reading            | Follows written directions; applies information to job performance                    |
| Prepare and evaluate coffee<br>(J.S. 3)   | Foundation Skills    | Reading            | Follows written directions; applies information to job performance                    |
|                                           | Communication Skills | Oral Communication | Communicates a thought, ideas, or fact in spoken form                                 |
| Prepare and evaluate iced tea<br>(J.S. 4) | Foundation Skills    | Reading            | Follows written directions; applies information to job performance                    |
|                                           |                      | Science            | Observes health code/sanitation requirements                                          |
|                                           |                      | Writing            | Presents answers/conclusions in a clear and understandable form                       |
|                                           | Adaptability Skills  | Math               | Measures ingredients using common measuring devices; calculates totals using addition |
| Prepare a soft drink (J.S. 5)             | Foundation Skills    | Creative Thinking  | Forms opinions                                                                        |
|                                           |                      | Reading            | Follows written directions; applies information to job performance                    |
| Prepare a milk shake (J.S. 6)             | Foundation Skills    | Science            | Observes health code/sanitation requirements                                          |
|                                           |                      | Reading            | Follows written directions; applies information to job performance                    |
|                                           |                      | Science            | Observes health code/sanitation requirements                                          |

| Task                                     | Skill Group                | Sub Skill               | Description                                                                                                           |
|------------------------------------------|----------------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Unit 13: Cashiering</b>               |                            |                         |                                                                                                                       |
| Set up a cash drawer (A.S. 1)            | Foundation Skills          | Math                    | Applies principles of addition; calculates coin and dollar amounts; distinguishes between coin and bill denominations |
| Balance and total a cash drawer (A.S. 2) | Foundation Skills          | Reading                 | Recalls important details from written information                                                                    |
|                                          |                            | Math                    | Applies principles of addition; calculates coin and dollar amounts                                                    |
| Count change (A.S. 3)                    | Foundation Skills          | Reading                 | Follows written directions; applies information to job performance                                                    |
|                                          |                            | Math                    | Applies principles of addition; calculates coin and dollar amounts                                                    |
|                                          | Communication Skills       | Oral Communication      | Speaks in a clear, concise manner                                                                                     |
|                                          | Group Effectiveness Skills | Interpersonal Relations | Maintains positive relations with customers                                                                           |
| Take cash and make change (J.S. 1)       | Foundation Skills          | Reading                 | Follows written directions; applies information to job performance                                                    |
|                                          |                            | Math                    | Applies principles of addition and subtraction; calculates dollar amounts                                             |
|                                          | Communication Skills       | Oral Communication      | Speaks in a clear, concise manner                                                                                     |
|                                          | Group Effectiveness Skills | Interpersonal Relations | Maintains positive relations with customers                                                                           |
| Process a credit card sale (J.S. 2)      | Foundation Skills          | Reading                 | Follows written directions; applies information to job performance; uses table to obtain information—sales tax        |
|                                          |                            | Writing                 | Completes form accurately; writes/prints legibly                                                                      |
|                                          |                            | Math                    | Applies principles of addition; calculates dollar amounts                                                             |
|                                          | Communication Skills       | Oral Communication      | Speaks in a clear, concise manner; asks questions to obtain information                                               |
|                                          | Group Effectiveness Skills | Interpersonal Relations | Applies human relations skills to real-life situation                                                                 |
|                                          |                            |                         |                                                                                                                       |

## ***Food Production, Management, and Services: Fast Foods***

### **Tools, Equipment, and Materials List**

|                                     |                                    |
|-------------------------------------|------------------------------------|
| Agitator                            | Kitchen spoon                      |
| Automatic drip coffee pot           | Knife                              |
| Bakers' scale                       | Ladle, 2 oz.                       |
| Baking pan                          | Loaf pans                          |
| Blender                             | Long handled metal scraper         |
| Boning knife                        | Long hotel pans                    |
| Broiler                             | Long perforated pan inserts        |
| Cake pans, 9"                       | Meat thermometer                   |
| Can opener                          | Microwave oven                     |
| Cheesecloth                         | Milk dispenser                     |
| China cap                           | Mixer                              |
| Clean cloth                         | Mixing baffle                      |
| Clean insert                        | Mixing bowl                        |
| Coffee basket                       | Mixing utensils                    |
| Colander                            | Muffin tins                        |
| Container                           | Paring knife                       |
| Convection oven                     | Pastry bag with star tip           |
| Conventional oven                   | Pastry brush                       |
| Cookie press                        | Pastry knife                       |
| Cooking dish                        | Pie pans, 8"                       |
| Correct blade assembly              | Platform scale                     |
| Cutting board                       | Portion scale                      |
| Deep fat fryer                      | Poultry shears                     |
| Disher, Nos. 10, 20, 24, 30, and 60 | Proof box                          |
| Dish machine                        | Range                              |
| Dough hook                          | Recipe book                        |
| Doughnut machine                    | Roasting pan                       |
| Egg skillet                         | Rotary toaster                     |
| Filter cone and holder              | Salad bowl                         |
| Flat beater                         | Sandwich spatula                   |
| Food pan                            | Sauté pan                          |
| Food processor                      | Scale remover                      |
| French knife                        | Scouring pad                       |
| Fried toothpicks                    | Scraper                            |
| Fryer baskets                       | Service plate                      |
| Fryolator                           | Serving pan with perforated insert |
| Garnish                             | Set of measuring spoons            |
| Gauge brush                         | Sharpening stone                   |
| Gong brush                          | Sheet pan                          |
| Grater                              | Shortening container               |
| Grill                               | Shortening filter machine          |
| Grill brick or screen               | Shredder                           |
| Half pans                           | Single service spoons              |
| Ingredients                         | Skillet                            |
| Ingredient scoop                    | Skimmer                            |
| Kitchen fork                        | Slicer                             |

Slotted spatula  
Small stiff bristled brush  
Spatula  
Splash guard  
Spray attachment  
Squeegee  
Stainless steel container  
Steamer  
Steam jacketed kettle  
Steam table  
Steel  
Stock pot  
Sturdy work table  
Tongs  
Transparent measuring cup  
Tube cake pans  
Urn coffee pot  
Vacuum coffee pot  
Waste disposer  
Wire whip



## ***Food Production, Management, and Services: Production***

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## ***Food Production, Management, and Services: Fast Foods***

### **Glossary**

**Accompaniment** — A food, such as coleslaw or french fries, that is eaten along with a sandwich

**Adjusting** — Changing or altering to fit what is needed

**AP** — As purchased amounts by weight or measure

**Balance** — To total cash on hand and amounts on sales receipts at the end of the day and have both totals reflect the same amount

**Barbecue** — To baste meat from time to time with a highly seasoned sauce as it cooks by direct heat over coals, in an oven, or under a broiler

**Baste** — To spoon liquid over food as it cooks; the liquid may be drippings of the food

**Batter** — An unbaked mixture of ingredients that is thin enough to be scooped, spooned, or poured

**Blanch** — To briefly boil or steam, making the skins of fruits and nut meats easy to remove, or to partially cook by simmering in water

**Booster chair** — A small seat used by small children that is placed on a regular chair or booth seat to help the child reach the table

**Bread** — To roll in bread or cracker crumbs prior to cooking

**Break** — To divide lettuce or other salad greens into large pieces

**Break down** — The deterioration of fats and oils due to temperature, time, and contamination by foods

**Broil** — To cook by exposure to direct heat on a grill or live coals

**Busing** — Taking dirty dishes to the proper place; cleaning tables, chairs, and ashtrays; returning condiments to the proper place; cleaning spills

**Bus person** — Individual whose duties include removing soiled or used items from dining area, disposing of trash, cleaning, and maintaining order in the establishment

**Canister** — Container for flatware at the beginning of the serving line

**Cashier-server** — Individual responsible for taking guest orders, serving food and beverage, assembling food items, making out guest checks, operating cash register, and accepting payment

**Change bank** — Amount of money put in the cash register at the start of the day or shift

**Change maker** — Makes change automatically when the proper keys are pushed

**Checklist system** — Technique used to take orders for food by checking selection on a preprinted form

**Child's plate** — A plate of food with a smaller serving which is priced for a child

**Chill** — To place in the refrigerator until cooled to temperatures between 33° and 40° Fahrenheit

**Chop** — To cut into random pieces with a sharp knife

**Closed sandwich** — A sandwich with a bread layer on both top and bottom

**Coffee urn** — The machine in which the coffee is brewed

**Compute** — Figure a check or amount

**Condiment** — Something used by the customer to enhance the flavor of food

**Convert** — To change or exchange for something equal in value

**Cook** — Individual who prepares food items, inventories, and orders food and supplies, and in some cases, serves as assistant manager

**Cook's assistant** — Assists cook in preparing food items, serves food from storage, takes orders for supplies, cleans work area, assembles cooked food, and relieves other workers in emergencies

**Core** — To remove the inedible center portions of apples, pears, or pineapples

**CO<sub>2</sub> tank** — Cylinder containing carbon dioxide which forces syrup from the syrup tank and then combines with the syrup to add "fizz" or the drink

**Counterfeit bill** — Money made by an individual but not approved by the U.S. government

**Counter worker** — Individual whose duties include preparation of limited menu items such as beverages, french fries, and simple desserts; also assists in cleaning, sweeping, mopping, and disposing of trash

**Courtesy** — Consideration, respect, cooperation, and generosity toward others

**Credit card** — A card allowing a guest to charge or delay payment on purchases made

**Credit memo** — Written form used by receiving department to notify purveyor when merchandise is returned, when an order is short by weight or count, or when prices are incorrect and a credit needs to be issued

**Crew person** — Individual working as a member of a team who may be assigned a variety of duties which is determined by the type of food service operation

**Crouton** — Toasted bread shapes usually served with salads or soups

**Cube** — To cut into square pieces of uniform size

**Cut** — To divide food into small pieces

**Deep fry** — To cook in a pot containing enough fat to cover food

**Denomination** — Value or size of a piece of money

**Dice** — To cut into small cubes, usually less than ½ inch square

**Dip** — To plunge into a liquid or dry ingredient until covered and then to remove quickly

**Display** — To present food at its best

**Double decker sandwich** — A sandwich made with three slices of bread or toast and two layers of filling

**Drink dispenser** — A machine which will provide a person various types of drinks

**Dry filling** — A filling such as lunch meat or cheese

**Dry storage** — Storage area for non-perishable food and non-food items

**Emulsifying agent** — A product that when added to an emulsion prevents separation, thus keeping the oil in permanent suspension

**Emulsion** — A mixture in which oil particles are held in suspension in their associated liquids

**Entrepreneurship** — Business or enterprise which is organized and managed by an individual who assumes the risks

**EP** — Edible portion by weight or measure

**Equivalent** — Equal in quantity or value

**Eye appeal** — The pleasing and tasteful appearance of food

**Fast food operation** — Restaurant that specializes in the serving of food that may be prepared and served in a short length of time

**Fat or oil turnover** — Amount of fat absorbed by food which results in the need to add fresh fat

**FIFO** — Food received first should be used first

**Flash point** — Temperature at which fat or oil may burst into flames if reached or exceeded

**Fluid ounce** — A liquid measure of one ounce

**Food grade plastic** — Materials made from plastics that are free from harmful substances; used for storing foods

**Fraction** — A quantity less than a whole

**Franchise** — Right or privilege granted to an individual or group to market a company's goods or services in a particular area

**Franchisee** — One that is granted a franchise

**Franchisor** — One who grants the right or privilege to an individual or group to market a company's goods or services in a particular area

**Frills** — Decorations on the ends of toothpicks that protect the customer by calling attention to the presence of the toothpick

**Fry life** — Length of time fat or oil continues to produce high quality fried foods

**Garnish (n.)** — Any of a variety of edible foods served with sandwiches to decorate them and to complement their flavor

**Garnish (v.)** — To add an edible decoration to a food or plate of food to make it more attractive

**Grate** — To form tiny flakes by rubbing food with pressure against a grater

**Grill** — To cook by indirect heat such as on a hot surface

**Guest check** — Bill presented to guest upon completion of a meal for payment of food purchased in a restaurant

**Heat lamp** — A lamp (infrared light) used to keep food warm

**High chair** — A chair with a tray attached that is used for babies who can sit alone and can be placed at the end or side of the table

**Hull** — To remove the inedible outer covering of fruits or vegetables, usually by hand

**Increase** — To make larger

**Ingredients** — Food, spices, and flavorings to be combined to produce a specific product

**Invoice** — An itemized statement of goods purchased and their cost

**Julienne** — To cut foods, such as potatoes, cheese, meats, or carrots into thin strips

**Line speed** — The rate the customers are served and moved by each station in cafeteria-style fast food places

**Malt machine** — A machine used to make milk shakes or malts

**Manager** — Individual responsible for supervising all activities in a food service operation

**Manipulate** — To handle by an artful or unfair method to deceive

**Marinate** — To cover and soak food in oil, vinegar, or wine to give added flavor or to tenderize meat

**Measure** — To obtain a specific amount of food by volume

**Menu board** — A board or sign which lists the types and prices of foods

**Method** — The step by step directions in a recipe

**Mince** — To cut or chop into very small pieces

**Mis en place** — Work area set up; means that all that is needed for the menu at a given shift is lined up and ready to use

**Name** — Product being prepared

**Non-perishable** — Foods which will keep almost indefinitely when correctly stored

**Notes** — Suggestions for variations in uses, substitutions, or methods in the recipe when appropriate

**Open-faced sandwich** — A sandwich on one slice of bread

**Pare** — To cut off the outside covering with the aid of a knife

**Peel** — To strip off the outside covering without using a knife

**Perishable** — Foods susceptible to invasion by bacteria, molds, yeasts, and spoilage unless correctly stored

**Personal check** — Check given by the guest to pay for meal

**Piquant** — Agreeably stimulating to the palate; savory

**Pit** — To remove the stone or seeds from fruit

**Portion** — The number and size of servings

**Potentially hazardous foods** — Foods high in protein and moisture which are highly susceptible to contamination

**Pullman** — A type of thin sliced bread usually used in making tea sandwiches

**Purchase order** — Written requests for goods which list item specifications such as type, quantity, quality, and date needed

**Quality** — The established proper characteristics of the product

**Quantity** — A determined or estimated amount



**Recipe** — A list of ingredients and instructions for preparing a certain product

**Reduce** — To lessen in any way, as in size, weight, or amount

**Refrigerated storage** — Storage area for perishable items with a temperature range from 32° to 40° Fahrenheit

**Replenish** — To furnish food and materials to the area or station as the food and utensils are taken by the guest

**Requisition** — A written request for food items to be obtained from storage

**Rusting** — The formation of brown spots on salad greens due to improper handling and storage

**Salad** — Any cold dish of meat, poultry, fish, fruit, dairy products, or vegetables, served singly or in combination, usually with some form of dressing

**Salad greens** — Leafy parts of plants which may be used alone or in combination to form a green salad

**Sales tax** — A certain percent of the total bill

**Sandwich** — A food that consists of layered bread, spread, and filling

**Sanitation** — Practices that help keep the surroundings in a condition favorable to good health

**Scrape** — To rub with the sharp edge of a knife or other utensil to remove skin or other undesirable matter

**Season** — To prepare grill or griddle surface before placing food in contact with it to prevent sticking

**Serial numbers** — Numbers on bills which identify them

**Setup** — The arrangement of the serving line

**Shelf life** — Amount of time you can reasonably expect a product to maintain its quality if proper storage procedures are followed

**Shortchange artist** — A person who is an expert in cheating the cashier by confusion and distraction

**Shred** — To cut into narrow strips with a knife or shredder

**Slice** — To cut across into flat pieces

**Smoke point** — The temperature at which fat begins to break down, indicated by smoking

**Specialty rolls** — Rolls with unique features such as unusual shapes or toppings used in making sandwiches



**Spread** — A mixture of butter, margarine, or mayonnaise applied directly on the bread to add flavor and moisture and to keep the filling from soaking into the bread

**Standardized** — Uniform; something that does not vary

**Standardized recipe** — A recipe that has been tested to be of good quality, and if followed exactly, will give the same product every time

**Station** — The area where all of one type of food is displayed; assigned group of tables or counter stools

**Steep** — To soak in a liquid at a temperature under the boiling point

**Storeroom clerk** — Person in charge of the storeroom

**Storeroom receiving log** — List of all foods received which can be found in the storeroom

**Substitute** — Something used in place of another item

**Tactful** — Being thoughtful and courteous of others' feelings in handling various situations

**Take-out food** — Food prepared and sold for the purpose of eating at another location

**Tear** — To separate salad greens into pieces

**Temporary emulsion** — Emulsion that separates soon after mixing

**Thaw** — To melt, allowing frozen foods to reach an unfrozen state

**Toss** — To mix lightly by lifting the ingredients with a fork to avoid bruising the vegetables or fruits

**Transaction** — A business deal in which satisfactory exchanges are made

**Traveler's check** — A special form of check which must be signed when it is obtained at the bank and then again when the person uses it to pay for goods or services

**Unit** — Size or quantity designation of goods as purchased

**Unmold** — To loosen and remove from a container

**Utensils** — Tools or instruments needed to produce the recipe

**Wash** — Egg yolk diluted with water or milk which may be applied to the surface of an uncooked product to aid in the adhesion of flour or breading

**Weigh** — To determine a specific amount of food by using scales

**Wet filling** — A filling made with chopped meats, eggs, or vegetables in a mayonnaise base

**Written order** — Method of ordering where either a waiter/waitress or counter person writes guest selection on a check

**Yield** — The quantity or amount the recipe will produce

## **Orientation Unit 1**

### **Objective Sheet**

#### **Unit Objective**

After completing this unit, the student should be able to select factors which create a demand for fast food operations, and complete a checklist on what is most important to him/her in a job. The student should demonstrate these competencies by completing the assignment sheet and by scoring a minimum of 85 percent on the written test.

#### **Specific Objectives**

After completing this unit, the student should be able to:

1. Match terms related to fast food operations with their correct definitions.
2. Select a typical fast food career ladder.
3. Distinguish between advantages and disadvantages of employment in a fast food operation.
4. Select factors which create a demand for fast food operations.
5. Complete a checklist on what is most important to you in a job. (Assignment Sheet 1)

## **Orientation Unit 1**

### **Suggested Activities**

#### **Instructional Plan**

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.
4. Make transparency from the transparency master included with this unit. This also appears in the information sheet and is to be used with the following objective:  
  
TM 1—Career Ladder (Objective 2)
5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit.
6. Review instructions for evaluating student performance and make copies of Unit Evaluation Form.
7. Provide students with unit of instruction.
8. Discuss unit and specific objectives.
9. Discuss assignment sheet. Review criteria for evaluation of this activity.
10. Discuss the use of the Unit Evaluation Form with students, and select and discuss the rating scale that will be used for student evaluation.
11. Make copies of the written test.
12. Give written test.
13. Compile assignment sheet rating and written test score for each student on the Unit Evaluation Form.
14. Reteach and retest as required.

## Suggested Activities

### Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Review orientation unit in MAVCC's *Food Production, Management, and Services: Introduction* and discuss information which relates to fast food operations with the class.
2. Discuss the history of food service with the class.
3. Invite representatives from various fast food operations to participate in a panel discussion on job opportunities in their field. Have students, as a group activity, prepare a list of questions to ask the panel members. Skill areas: **teamwork, creative thinking, leadership, interpersonal relations**.
4. Have students, as a class activity, invite former food service students who are presently employed in the fast food industry to participate in a panel discussion for the class. Skill areas: **interpersonal relations, leadership**.
5. Take students on a field trip to various fast food operations in your area and explain why each is considered a fast food operation. Have students write a report on their observations. Skill areas: **written communication, critical thinking, listening**.
6. Contact the corporate or regional headquarters for several fast food chains and request information on employment opportunities with them.
7. Have students obtain want ads from newspapers in your area, then have them write or call prospective employers for more information. Give students an opportunity to share information with one another and to discuss the local job market for fast food employees. Skill areas: **oral communications, telephone skills, interpersonal relations**.
8. Provide students with wage and salary figures for various fast food service jobs in your area. Have students budget given salaries and probable take-home pay with their financial needs. Skill areas: **critical thinking, mathematics, problem solving**.
9. Subscribe to trade journals dealing with the fast food industry to use as additional teaching aids and points of discussion. Have students research what periodicals are available for such material in the *Reader's Guide* at your local library. Skill areas: **research skills**.
10. Have each student set a career goal (short term or long term) in the fast food industry and establish a plan to reach that goal. Decisions should be based on information compiled in completing this unit of instruction. Skill areas: **problem solving, goal setting, personal and career development**.

## Suggested Activities

### Resources Used in Developing This Unit

1. Green, Kinsey. *Fast Food Services Competency Based Teaching Module*. Washington, DC: United States Government Printing Service.
2. Hohhertz, Durwin. *Fast Foods Occupations*. Commerce, TX: Occupational Curriculum Laboratory, 1980.
3. *Occupational Food Service Education*. Fennimore, WI: Southwest Wisconsin Vocational Technical Institute.
4. Palan, Earl. *Food Production, Management, and Services: Introduction*, 2nd edition. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1992.
5. Parker, Marilyn. *Fast Food Service*. Columbia, MO: Instructional Materials Laboratory, University of Missouri-Columbia.

### Suggested Supplemental Resources

1. *Culinary Careers: People Professional Services*, 1988. A video presentation covering opportunities available to anyone wishing to become a chef or involved in the restaurant business. Available from National Restaurant Association, 1200 Seventeenth Street, N.W., Washington, DC 20036.
2. *Food Safety is No Mystery*. This 34-minute videotape covers the trail of a food-borne illness and an unsanitary and unsafe food service worker. USDA, 1989. Available from: Oklahoma Department of Vocational and Technical Education, Resource Center, 1500 West Seventh Avenue, Stillwater, OK 74074-4364.
3. Gibson, LeRoy. *Food Production, Management, and Services: Production*, 2nd Ed. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1992.
4. Klewer, Edwin D. *Fast Food Marketing*, 1982. Extension Instruction and Materials Center, University of Texas at Austin. This work covers interviews with prominent fast food franchise management and owner/operators of fast food enterprises.

**Orientation  
Unit 1**

**Answers to Written Test**

- |    |    |    |    |    |    |   |
|----|----|----|----|----|----|---|
| 1. | a. | 3  | e. | 7  | i. | 9 |
|    | b. | 12 | f. | 2  | j. | 6 |
|    | c. | 4  | g. | 11 | k. | 1 |
|    | d. | 10 | h. | 8  | l. | 5 |
- 2.
- |    |                    |
|----|--------------------|
| a. | Manager/Franchisee |
| b. | Cook's assistant   |
| c. | Cashier-server     |
| d. | Bus person         |
- 3.
- |    |   |    |      |
|----|---|----|------|
| a. | A | e. | A    |
| b. | D | f. | A, D |
| c. | D | g. | A    |
| d. | A | h. | D    |
4. a, c, d, f

**Orientation  
Unit 1**

**Written Test**

Name \_\_\_\_\_

Score \_\_\_\_\_

1. Match the terms on the right with their correct definitions.

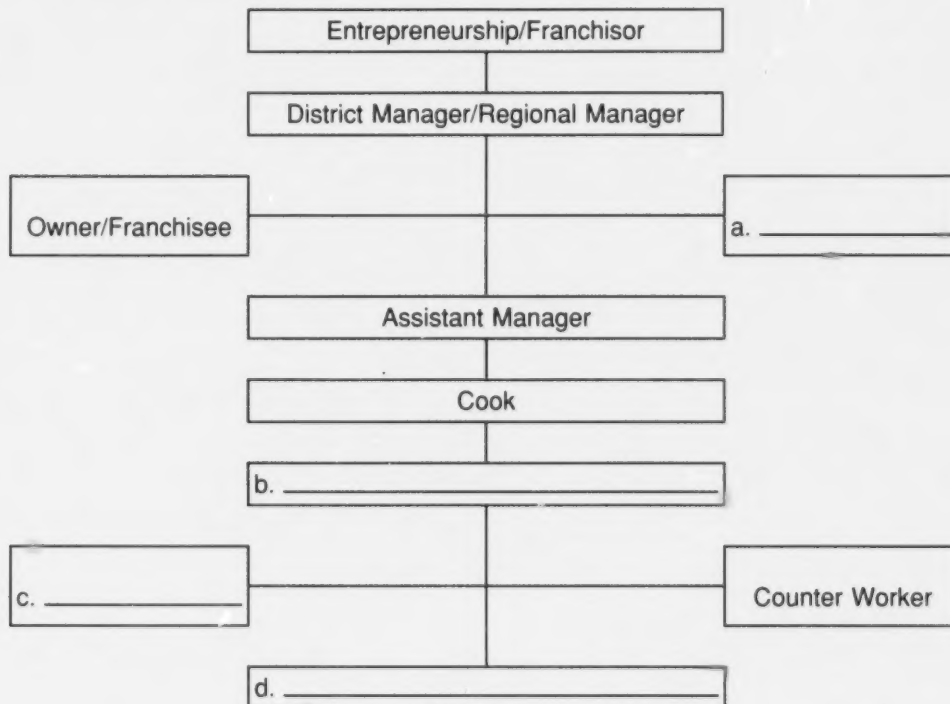
- |          |                                                                                                                                                                                             |                         |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| _____ a. | Individual whose duties include preparation of limited menu items such as beverages, french fries, and simple desserts; also assists in cleaning, sweeping, mopping, and disposing of trash | 1. Cook                 |
| _____ b. | Individual responsible for supervising all activities in a food service operation                                                                                                           | 2. Franchisee           |
| _____ c. | Right or privilege granted to an individual or group to market a company's goods or services in a particular area                                                                           | 3. Counter worker       |
| _____ d. | Business or enterprise which is organized and managed by an individual who assumes the risks                                                                                                | 4. Franchise            |
| _____ e. | Individual responsible for taking guest orders, serving food and beverage, assembling food items, making out guest checks, operating cash register, and accepting payment                   | 5. Crew person          |
| _____ f. | One that is granted a franchise                                                                                                                                                             | 6. Franchisor           |
| _____ g. | Restaurant that specializes in the serving of food that may be prepared and served in a short length of time                                                                                | 7. Cashier-server       |
| _____ h. | Assists cook in preparing food items, secures food from storage, takes orders for supplies, cleans work area, assembles cooked food, and relieves other workers in emergencies              | 8. Cook's assistant     |
|          |                                                                                                                                                                                             | 9. Bus person           |
|          |                                                                                                                                                                                             | 10. Entrepreneurship    |
|          |                                                                                                                                                                                             | 11. Fast food operation |
|          |                                                                                                                                                                                             | 12. Manager             |



### Written Test

- \_\_\_\_\_ i. Individual whose duties include removing soiled or used items from dining area, disposing of trash, cleaning, and maintaining order in the establishment
- \_\_\_\_\_ j. One who grants the right or privilege to an individual or group to market a company's goods or services in a particular area
- \_\_\_\_\_ k. Individual who prepares food items, inventories, and orders food and supplies, and in some cases, serves as assistant manager
- \_\_\_\_\_ l. Individual working as a member of a team who may be assigned a variety of duties which is determined by the type of food service operation

2. Complete the following fast food career ladder.



### Written Test

3. Distinguish between advantages and disadvantages of employment in a fast food operation by placing an "A" next to the advantages and a "D" next to the disadvantages.
- \_\_\_\_\_ a. Constant demand for new employees
  - \_\_\_\_\_ b. Evening work
  - \_\_\_\_\_ c. Seasonal employment
  - \_\_\_\_\_ d. Little training necessary
  - \_\_\_\_\_ e. Availability of jobs in many locations
  - \_\_\_\_\_ f. Dealing with public
  - \_\_\_\_\_ g. Part-time job availability
  - \_\_\_\_\_ h. Standing for long periods of time
4. Select factors which create a demand for fast food operations by placing an "X" in the appropriate blanks.
- \_\_\_\_\_ a. Population increase
  - \_\_\_\_\_ b. Restricted diets
  - \_\_\_\_\_ c. More women entering labor force
  - \_\_\_\_\_ d. Higher family incomes
  - \_\_\_\_\_ e. High food prices at grocery stores
  - \_\_\_\_\_ f. Changing life-style of society

\*Permission to duplicate this test is granted.

**Orientation  
Unit 1**

**Unit Evaluation Form**

Student Name \_\_\_\_\_ Unit Rating \_\_\_\_\_

Assignment Sheet 1—Complete a Checklist of What is Most Important  
to You in a Job Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Written Test Scores**

Pretest \_\_\_\_\_ Posttest \_\_\_\_\_ Other \_\_\_\_\_

Other \_\_\_\_\_  
\_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

\*Permission to duplicate this form is granted.

## Orientation Unit 1

### Information Sheet

#### 1. Terms and definitions

- a. **Bus person** — Individual whose duties include removing soiled or used items from dining area, disposing of trash, cleaning, and maintaining order in the establishment
- b. **Cashier-server** — Individual responsible for taking guest orders, serving food and beverage, assembling food items, making out guest checks, operating cash register, and accepting payment

Note: In many operations, the counter worker and cashier-server are combined responsibilities.

- c. **Cook** — Individual who prepares food items, inventories, and orders food and supplies, and in some cases, serves as assistant manager
- d. **Cook's assistant** — Assists cook in preparing food items, secures food from storage, takes orders for supplies, cleans work area, assembles cooked food, and relieves other workers in emergencies
- e. **Counter worker** — Individual whose duties include preparation of limited menu items such as beverages, french fries, and simple desserts; also assists in cleaning, sweeping, mopping, and disposing of trash
- f. **Crew person** — Individual working as a member of a team who may be assigned a variety of duties which is determined by the type of food service operation
- g. **Entrepreneurship** — Business or enterprise which is organized and managed by an individual who assumes the risks
- h. **Fast food operation** — Restaurant that specializes in the serving of food that may be prepared and served in a short length of time

Examples: Coffee shops, Burger King, Long John Silver's

- i. **Franchise** — Right or privilege granted to an individual or group to market a company's goods or services in a particular area
- j. **Franchisee** — One that is granted a franchise

### Information Sheet

- k. **Franchisor** — One who grants the right or privilege to an individual or group to market a company's goods or services in a particular area

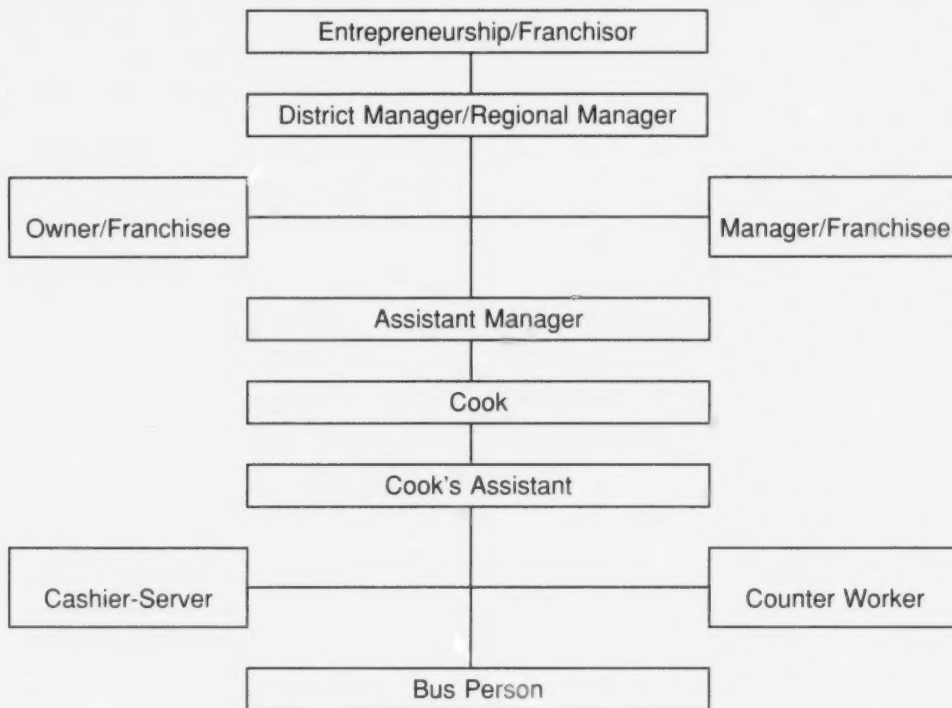
Example: McDonald's, Wendy's, Dairy Queen

- l. **Manager** — Individual responsible for supervising all activities in a food service operation

Note: The manager may also be the owner.

### 2. Typical fast food career ladder

Note: Other positions may be added depending on the type of food service operation.



## Information Sheet

### 3. Advantages and disadvantages of employment in a fast food operation

#### a. Advantages

- Constant demand for new employees

Note: Employment in fast food operations is one of the most rapidly expanding occupational areas.

- Little training necessary
- Opportunities for advancement
- Availability of jobs in many locations
- Part-time job availability
- Dealing with public

Note: This can be both an advantage and disadvantage depending on how well you work with people.

#### b. Disadvantages

- Evening work
- Short or broken work schedules
- Standing for long periods of time
- Weekend and holiday work required
- Seasonal employment
- Dealing with public

### 4. Factors which create a demand for fast food operations

- a. Higher family incomes
- b. Population increase
- c. More women entering labor force
- d. Changing life-style of society

## Orientation Unit 1

### Assignment Sheet 1—Complete a Checklist on What is Most Important to You in a Job

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria | Rating |
|---------------------|--------|
| Followed directions | _____  |
| Complete table      | _____  |
| Answered questions  | _____  |

Directions: Review the list below and check the column which best describes your opinion about each item. In the last column, rank the items from 1 (very important) to 16 (least important).

| ASPECTS OF A JOB                     | VERY<br>IMPORTANT | SOMEWHAT<br>IMPORTANT | NOT<br>IMPORTANT<br>AT ALL | I DON'T<br>KNOW | RANK |
|--------------------------------------|-------------------|-----------------------|----------------------------|-----------------|------|
| A high salary                        |                   |                       |                            |                 |      |
| Enjoy kind of work                   |                   |                       |                            |                 |      |
| Plenty of vacation                   |                   |                       |                            |                 |      |
| A chance to help other people        |                   |                       |                            |                 |      |
| Regular working hours                |                   |                       |                            |                 |      |
| A chance to be promoted              |                   |                       |                            |                 |      |
| Job security                         |                   |                       |                            |                 |      |
| Job duties spelled out clearly       |                   |                       |                            |                 |      |
| Friendly co-workers                  |                   |                       |                            |                 |      |
| Pleasant surroundings                |                   |                       |                            |                 |      |
| A good boss                          |                   |                       |                            |                 |      |
| The chance to supervise other people |                   |                       |                            |                 |      |



## Assignment Sheet 1

| ASPECTS OF A JOB                   | VERY<br>IMPORTANT | SOMEWHAT<br>IMPORTANT | NOT<br>IMPORTANT<br>AT ALL | I DON'T<br>KNOW | RANK |
|------------------------------------|-------------------|-----------------------|----------------------------|-----------------|------|
| Good health insurance and benefits |                   |                       |                            |                 |      |
| The chance to continue education   |                   |                       |                            |                 |      |
| A variety of responsibilities      |                   |                       |                            |                 |      |
| The chance to be creative          |                   |                       |                            |                 |      |

- Based on your completed checklist, what aspects of a job are most important to you in terms of job satisfaction? \_\_\_\_\_  
\_\_\_\_\_
- Which job in a fast-food operation do you think would fit you best, based on what is important to you in a job? \_\_\_\_\_  
\_\_\_\_\_

## **Use and Care of Hand Tools and Utensils Unit 2**

### **Objective Sheet**

#### **Unit Objective**

After completing this unit, the student should be able to select the proper hand tool or utensil for the desired use and to use hand tools and utensils properly. The student should demonstrate these competencies by completing the assignment sheet and job sheets, and by scoring a minimum of 85 percent on the written test.

#### **Specific Objectives**

After completing this unit, the student should be able to:

1. Identify knives and sharpening tools.
2. Match knives and sharpening tools with their uses.
3. Identify parts of a knife.
4. Identify parts of a steel.
5. Complete statements concerning rules to follow when sharpening knives.
6. Complete statements concerning the care of knives.
7. Select true statements concerning knife safety practices.
8. Identify baking tools and utensils.
9. Match baking tools and utensils with their uses.
10. Identify cooking tools and utensils.
11. Match cooking tools and utensils with their uses.
12. Identify food preparation tools and utensils.
13. Match food preparation tools and utensils with their uses.
14. Identify food handling tools and utensils.
15. Match food handling tools and utensils with their uses.

**Objective Sheet**

16. Identify measuring and weighing tools and utensils.
17. Match measuring and weighing tools and utensils with their uses.
18. Complete rules to observe in the use and care of hand tools and utensils.
19. Compare accuracy of methods of measuring. (Assignment Sheet 1)
20. Use a steel. (Job Sheet 1)
21. Sharpen a French knife. (Job Sheet 2)
22. Weigh a dry ingredient using baker's scales. (Job Sheet 3)
23. Weigh a liquid ingredient using portion scales. (Job Sheet 4)
24. Measure small amounts of dry and liquid ingredients. (Job Sheet 5)
25. Measure a liquid ingredient. (Job Sheet 6)

## Use and Care of Hand Tools and Utensils Unit 2

### Suggested Activities

#### Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation for enrichment of exceptional students as well as accommodation of special needs students.
4. Make transparencies from the transparency masters included with this unit. These appear in the teacher guide only and are designed to be used with the following objectives:  
  
TM 1—Parts of a Knife (Objective 3)  
TM 2—Parts of a Steel (Objective 4)
5. Review instructions for evaluating student performance and make copies of unit evaluation form.
6. Provide students with unit of instruction. Discuss unit and specific objectives.
7. Discuss assignment sheet and job sheets, and demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.
8. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.
9. Make copies of the written test.
10. Give written test.
11. Compile assignment sheet ratings, job sheet ratings, and written test scores on the unit evaluation form.
12. Reteach and retest as required.

## Suggested Activities

### Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Display a variety of hand tools and utensils. Have students name them and identify their uses.
2. Provide students with catalogs of kitchen tools and utensils and have them determine cost for individual items and total cost if purchasing all items needed to set up kitchen. Following this activity, have class discussion on the cost of various hand tools and utensils. Skill areas: **reading, math, oral communication, and listening**
3. Explain the difference between high carbon steel and stainless steel blades or knives.
4. Have student organize hand tools and utensils for convenience. This may be done as a pencil and paper activity or as a hands-on activity in kitchen/work area. Skill area: **problem solving**
5. Discuss different methods of portion control obtained by using hand tools and utensils. Refer to capacity charts for dishers and ladles.
6. Demonstrate proper handling techniques for hand tools and utensils in reference to safety and convenience.
7. Stress sanitation factors and the importance of inspecting tools before using them.
8. Following completion of Assignment Sheet 1, have students discuss answers concerning the importance of weighing ingredients accurately. Skill areas: **oral communication, listening, critical thinking**.
9. Provide students with the opportunity to discuss their feelings/thoughts about the processes and procedures they have just learned. Have them discuss how they can use what they have learned and the importance of their lessons. Skill areas: **interpersonal relations, oral communication**.

### References Used in Developing This Unit

1. Czack, Richard. *The Professional Chef's Knife*. Boston: CBI Publishing Co., Inc., 1978.
2. Gibson, LeRoy. *Food Production, Management, and Services: Production*, 1st and 2nd Ed. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983 and 1992.

## Suggested Activities

### Suggested Supplemental Resources

1. Folsom, LeRoi. *The Professional Chef*. 4th Ed., New York: Van Nos Reinhold, 1983.
2. Shugart, Grace, and Mary Molt. *Food for Fifty*. 8th Ed., New York: John Wiley and Sons, Inc., 1989.

### Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

#### Option A

- 4 - Skilled—Can perform job with no additional training.
- 3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
- 2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
- 1 - Unskilled—Is familiar with process, but is unable to perform job.

#### Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

**Use and Care of Hand Tools and Utensils  
Unit 2**

**Answers to Assignment Sheet**

**Assignment Sheet 1**—Evaluated according to the criteria listed on the assignment sheet.



## Use and Care of Hand Tools and Utensils Unit 2

### Answers to Written Test

1.
  - a. Bread knife
  - b. French knife
  - c. Butcher knife
  - d. Utility knife
  - e. Slicer
  - f. Boning knife
  - g. Sharpening stone
  - h. Steel
  - i. Paring knife
  - j. Cleaver
2.

|    |   |    |    |
|----|---|----|----|
| a. | 2 | f. | 5  |
| b. | 3 | g. | 8  |
| c. | 4 | h. | 10 |
| d. | 6 | i. | 9  |
| e. | 1 | j. | 7  |
3.
  - a. Tip
  - b. Back
  - c. Shank
  - d. Rivet
  - e. Handle
  - f. Heel
  - g. Cutting edge
  - h. Point
4.
  - a. Tip
  - b. Guard
  - c. Ring
  - d. Handle
  - e. Shaft
5.
  - a. 20-degree
  - b. Direction
  - c. Numbers, pressure
  - d. Medium
  - e. Five

### Answers to Written Test

6. a. Utensils  
b. Place  
c. Dry  
d. Used  
e. Intended  
f. Cutting board

7. b, c, f

8. a. Flour sifter  
b. Muffin tin  
c. Dough cutter  
d. Peel  
e. Pastry brush  
f. Baker's scales  
g. Pastry wheel  
h. Pie or cake knife  
i. Pastry bag  
j. Pie pan  
k. Baking pan  
l. Rolling pin  
m. Pie or cake marker  
n. Tube cake pan  
o. Sheet pan  
p. Pastry tips

- |         |       |       |       |
|---------|-------|-------|-------|
| 9. a. 7 | e. 4  | i. 12 | m. 13 |
| b. 1    | f. 5  | j. 9  | n. 16 |
| c. 2    | g. 3  | k. 15 | o. 8  |
| d. 6    | h. 14 | l. 11 | p. 10 |

10. a. Brazier pan  
b. Saute pan  
c. Sauce pan  
d. Bain-marie pans  
e. Stock pot  
f. Double boiler  
g. Roasting pan  
h. Steam table pan  
i. Sauce pot

- |          |      |      |
|----------|------|------|
| 11. a. 1 | d. 9 | g. 2 |
| b. 6     | e. 5 | h. 8 |
| c. 3     | f. 7 | i. 4 |

## Answers to Written Test

12. a. Melon baller  
 b. Egg slicer  
 c. Meat thermometer  
 d. China cap  
 e. French wire whip  
 f. Skewer  
 g. Box grater  
 h. Vegetable peeler  
 i. Colander  
 j. Hand meat tenderizer  
 k. Strainer  
 l. Piano wire whip

- |        |   |    |    |    |   |    |    |
|--------|---|----|----|----|---|----|----|
| 13. a. | 2 | d. | 3  | g. | 9 | j. | 6  |
| b.     | 5 | e. | 8  | h. | 1 | k. | 10 |
| c.     | 4 | f. | 11 | i. | 7 | l. | 12 |

14. a. Food tongs  
 b. Kitchen fork  
 c. Plastic scraper  
 d. Flat spatula  
 e. Sandwich spreader  
 f. Slotted kitchen spoon  
 g. Disher  
 h. Perforated ladle  
 i. Offset spatula  
 j. Solid ladle  
 k. Hotcake or meat turner  
 l. Skimmer  
 m. Solid kitchen spoon  
 n. Perforated kitchen spoon  
 o. Rubber scraper

- |        |   |    |   |    |    |    |    |    |    |
|--------|---|----|---|----|----|----|----|----|----|
| 15. a. | 4 | d. | 3 | g. | 7  | j. | 9  | m. | 8  |
| b.     | 5 | e. | 1 | h. | 15 | k. | 13 | n. | 12 |
| c.     | 2 | f. | 6 | i. | 14 | l. | 11 | o. | 10 |

16. a. Measuring spoon set  
 b. Graduated liquid measuring cups  
 c. Large volume liquid measure  
 d. Portion scales  
 e. Graduated dry measuring cup set  
 f. Large volume dry measure

- |        |   |    |   |
|--------|---|----|---|
| 17. a. | 3 | d. | 1 |
| b.     | 2 | e. | 6 |
| c.     | 5 | f. | 4 |

### Answers to Written Test

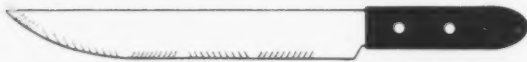
18. a. Needed  
b. Intended  
c. Correct size  
d. Plan  
e. Store  
f. Bottom  
g. Clean  
h. Unusable

**Use and Care of Hand Tools and Utensils**  
**Unit 2**

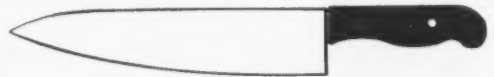
**Written Test**

Name \_\_\_\_\_ Score \_\_\_\_\_

1. Identify the following knives and sharpening tools.



a. \_\_\_\_\_



b. \_\_\_\_\_



c. \_\_\_\_\_



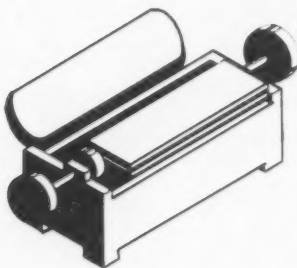
d. \_\_\_\_\_



e. \_\_\_\_\_



f. \_\_\_\_\_

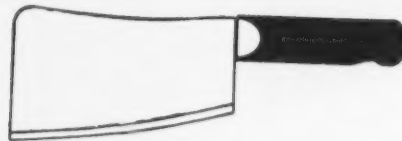


g. \_\_\_\_\_



h. \_\_\_\_\_

### Written Test



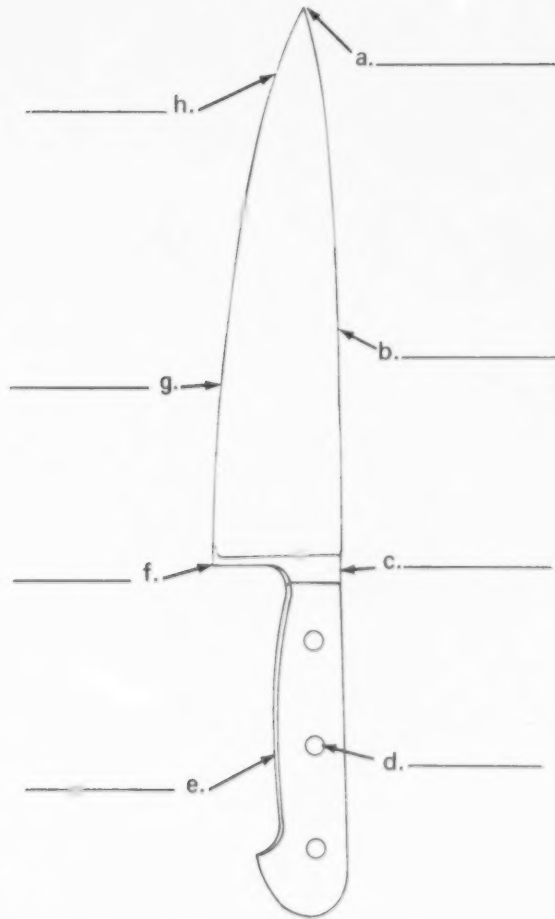
i. \_\_\_\_\_ j. \_\_\_\_\_

2. Match the knives and sharpening tools on the right with their uses.

- |          |                                                                                                                                                |                      |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| _____ a. | To peel, cut, or slice fruits and vegetables                                                                                                   | 1. Bread knife       |
| _____ b. | To cut all types of meat                                                                                                                       | 2. Paring knife      |
| _____ c. | To slice all kinds of meat; to slice tomatoes and lettuce wedges                                                                               | 3. Butcher knife     |
| _____ d. | To core lettuce; to pare and section fruits                                                                                                    | 4. Slicer            |
| _____ e. | To slice bread or cake                                                                                                                         | 5. Boning knife      |
| _____ f. | To remove bone from meat                                                                                                                       | 6. Utility knife     |
| _____ g. | To trim chops and cut through bone; to dress poultry                                                                                           | 7. Steel             |
| _____ h. | To sharpen knives                                                                                                                              | 8. Cleaver           |
| _____ i. | To slice, cut, and shred raw fruits and vegetables; to slice hot or warm meat; to chop small quantities of food; to dice and mince ingredients | 9. French knife      |
| _____ j. | To hone a knife's cutting edge                                                                                                                 | 10. Sharpening stone |

### Written Test

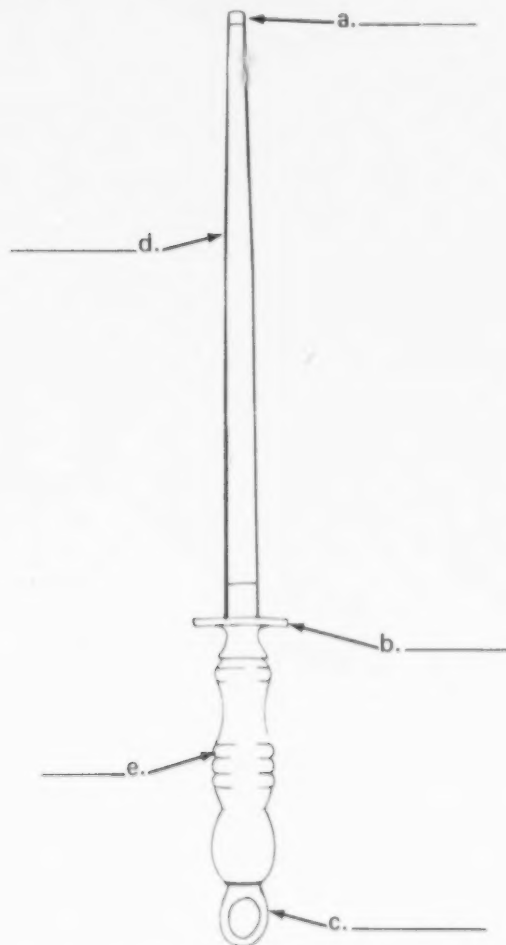
3. Identify the parts of the knife illustrated below.





### Written Test

4. Identify the parts of the steel illustrated below.



5. Complete the following statements concerning rules to follow when sharpening knives.
- a. Hold the knife at a constant \_\_\_\_\_ angle to the stone.
  - b. Always sharpen in the same \_\_\_\_\_ to create saw-like ridges in the knife's edge.
  - c. Make the strokes on each side in equal \_\_\_\_\_ and of equal \_\_\_\_\_.

### Written Test

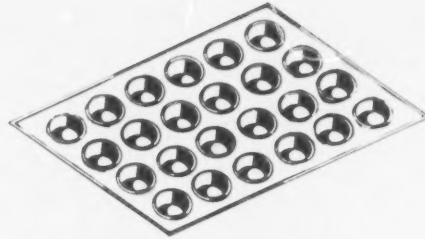
- d. Use a \_\_\_\_\_ stone to sharpen most knives; if a knife is particularly dull, use a coarse stone first, then finish with a finer stone.
  - e. As a general rule, make \_\_\_\_\_ strokes on each side of the blade.
6. Complete the following statements concerning the care of knives.
- a. Wash knives by themselves, not with other (utensils, equipment).
  - b. (Place, Throw) knives one at a time into the sink; wash each individually.
  - c. (Dry, Store) each knife separately.
  - d. Store in a knife rack or a special holder in a drawer in the department in which it is (used, left).
  - e. Use a knife only for jobs for which it is (intended, convenient).
  - f. Use a (cutting board, counter); never cut on a metal surface.
7. Select true statements concerning knife safety practices by placing an "X" in the appropriate blanks.
- \_\_\_\_\_ a. Sharpen knives only when they become very dull.
  - \_\_\_\_\_ b. If you drop a knife, do not attempt to catch it.
  - \_\_\_\_\_ c. Cut away from your body and hands.
  - \_\_\_\_\_ d. Hold items in your hand while cutting them.
  - \_\_\_\_\_ e. Hand a knife to someone else by grasping the handle.
  - \_\_\_\_\_ f. Keep your eyes on your work.
  - \_\_\_\_\_ g. Carry knives in front of you.

### Written Test

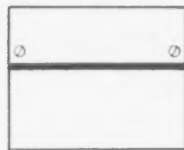
8. Identify the following baking tools and utensils.



a. \_\_\_\_\_



b. \_\_\_\_\_



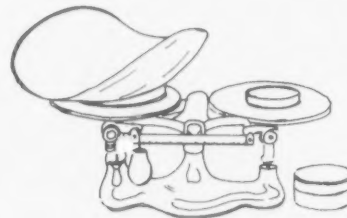
c. \_\_\_\_\_



d. \_\_\_\_\_



e. \_\_\_\_\_



f. \_\_\_\_\_



g. \_\_\_\_\_



h. \_\_\_\_\_

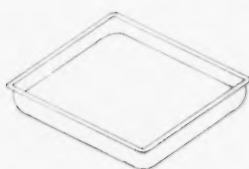
# Written Test



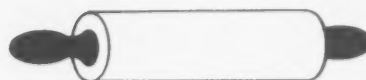
i. \_\_\_\_\_



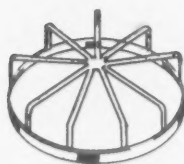
j. \_\_\_\_\_



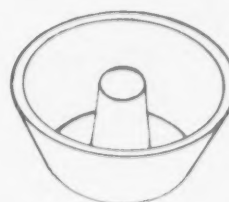
k. \_\_\_\_\_



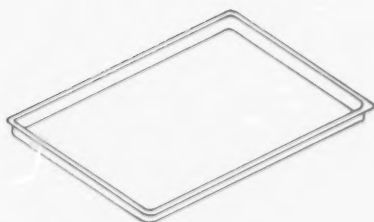
l. \_\_\_\_\_



m. \_\_\_\_\_



n. \_\_\_\_\_



o. \_\_\_\_\_



p. \_\_\_\_\_

## Written Test

9. Match the baking tools and utensils on the right with their uses.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ a. To accurately weigh ingredients</p> <p>_____ b. To sift dry ingredients</p> <p>_____ c. To bake foods</p> <p>_____ d. To cut dough</p> <p>_____ e. To bake muffins</p> <p>_____ f. To cut all types of flat doughs</p> <p>_____ g. To hold icing during decorating</p> <p>_____ h. To make designs with pastry bag</p> <p>_____ i. To brush on liquids</p> <p>_____ j. To place and remove products such as pizza, bread, and pies in ovens</p> <p>_____ k. To mark pie or cake for portion control</p> <p>_____ l. To bake tube cakes</p> <p>_____ m. To roll dough to desired thickness</p> <p>_____ n. To cut and serve pie or cake</p> <p>_____ o. To bake pie crust or pies</p> <p>_____ p. To bake foods such as sheet cakes and large numbers or cookies and pastries</p> | <p>1. Flour sifter</p> <p>2. Baking pan</p> <p>3. Pastry bag</p> <p>4. Muffin tin</p> <p>5. Pastry wheel</p> <p>6. Dough cutter</p> <p>7. Baker's scales</p> <p>8. Pie pan</p> <p>9. Peel</p> <p>10. Sheet pan</p> <p>11. Tube cake pan</p> <p>12. Pastry brush</p> <p>13. Rolling pin</p> <p>14. Pastry tips</p> <p>15. Pie or cake marker</p> <p>16. Pie or cake knife</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

10. Identify the following cooking tools and utensils.



a. \_\_\_\_\_

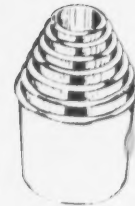


b. \_\_\_\_\_

# Written Test



c. \_\_\_\_\_



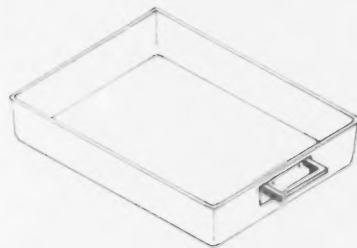
d. \_\_\_\_\_



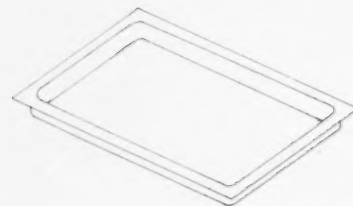
e. \_\_\_\_\_



f. \_\_\_\_\_



g. \_\_\_\_\_



h. \_\_\_\_\_



i. \_\_\_\_\_

### Written Test

11. Match the cooking tools and utensils on the right with their uses.

- |                                                                                      |                    |
|--------------------------------------------------------------------------------------|--------------------|
| _____ a. To cook small amounts of food quickly in a minimum amount of fat            | 1. Saute pan       |
| _____ b. To cook foods on top of range                                               | 2. Brazier pan     |
| _____ c. To roast meats                                                              | 3. Roasting pan    |
| _____ d. To cook small amounts of food on top of range                               | 4. Stock pot       |
| _____ e. To store foods                                                              | 5. Bain-marie pans |
| _____ f. To cook foods that scorch easily                                            | 6. Sauce pot       |
| _____ g. To cook foods requiring a heavy-duty stewing pan with tightly fitting cover | 7. Double boiler   |
| _____ h. To cook and hold food for serving                                           | 8. Steam table pan |
| _____ i. To cook large quantities of food on top of range                            | 9. Sauce pan       |

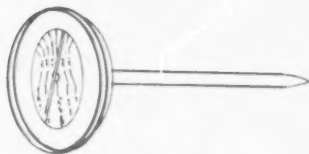
12. Identify the following food preparation tools and utensils.



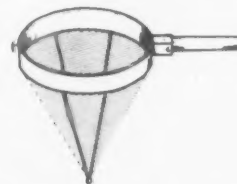
a. \_\_\_\_\_



b. \_\_\_\_\_



c. \_\_\_\_\_



d. \_\_\_\_\_



# Written Test



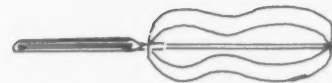
e. \_\_\_\_\_



f. \_\_\_\_\_



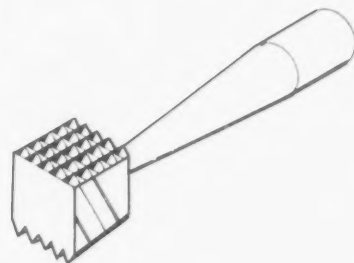
g. \_\_\_\_\_



h. \_\_\_\_\_



i. \_\_\_\_\_



j. \_\_\_\_\_



k. \_\_\_\_\_



l. \_\_\_\_\_

### Written Test

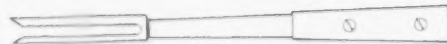
13. Match the food preparation tools and utensils on the right with their uses.

- |                                                               |                         |
|---------------------------------------------------------------|-------------------------|
| _____ a. To slice hard-cooked eggs                            | 1. Strainer             |
| _____ b. To grate or shred small amounts of food              | 2. Egg slicer           |
| _____ c. To pound meat to make it tender                      | 3. China cap            |
| _____ d. To strain fine particles from liquids                | 4. Hand meat tenderizer |
| _____ e. To strain liquids from food                          | 5. Box grater           |
| _____ f. To determine internal temperature when roasting meat | 6. Melon baller         |
| _____ g. To combine dry ingredients with liquid               | 7. Vegetable peeler     |
| _____ h. To strain foods                                      | 8. Colander             |
| _____ i. To peel vegetables                                   | 9. French wire whip     |
| _____ j. To cut fruits and vegetables into balls              | 10. Skewer              |
| _____ k. To hold food together for portion control            | 11. Meat thermometer    |
| _____ l. To incorporate air into liquids and thin mixtures    | 12. Piano wire whip     |

14. Identify the following food handling tools and utensils.



a. \_\_\_\_\_



b. \_\_\_\_\_

# Written Test



c. \_\_\_\_\_



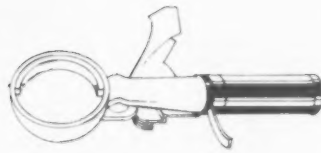
d. \_\_\_\_\_



e. \_\_\_\_\_



f. \_\_\_\_\_



g. \_\_\_\_\_



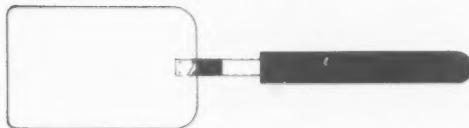
h. \_\_\_\_\_



i. \_\_\_\_\_



j. \_\_\_\_\_



k. \_\_\_\_\_



l. \_\_\_\_\_

# Written Test



m. \_\_\_\_\_



n. \_\_\_\_\_



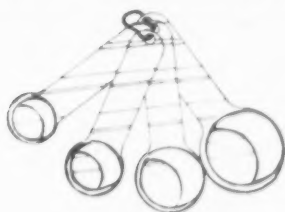
o. \_\_\_\_\_

15. Match the food handling tools and utensils on the right with their uses.

- |                                                                             |                             |
|-----------------------------------------------------------------------------|-----------------------------|
| _____ a. To scrape down bowls                                               | 1. Slotted kitchen spoon    |
| _____ b. To portion and serve food                                          | 2. Rubber scraper           |
| _____ c. To remove food from cans, jars, and bowls                          | 3. Solid ladle              |
| _____ d. To stir, mix, or serve soups and sauces                            | 4. Plastic scraper          |
| _____ e. To serve large cut vegetables                                      | 5. Dish                     |
| _____ f. To turn food                                                       | 6. Hotcake or meat turner   |
| _____ g. To ice cakes                                                       | 7. Flat spatula             |
| _____ h. To spread dressing or filling on bread                             | 8. Kitchen fork             |
| _____ i. To strain solids from liquids                                      | 9. Perforated kitchen spoon |
| _____ j. To serve small cut vegetables                                      | 10. Skimmer                 |
| _____ k. To fold, stir, or serve food                                       | 11. Food tongs              |
| _____ l. To handle food                                                     | 12. Offset spatula          |
| _____ m. To turn meat or hold meat while slicing                            | 13. Solid kitchen spoon     |
| _____ n. To mix, spread, or scrape food                                     | 14. Perforated ladle        |
| _____ o. To remove food particles that rise to the top of stocks and sauces | 15. Sandwich spreader       |

# Written Test

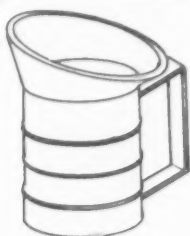
16. Identify the following measuring and weighing tools and utensils.



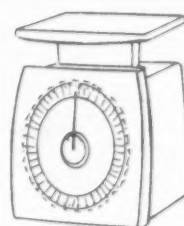
a. \_\_\_\_\_



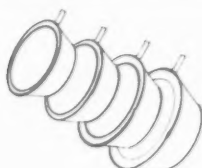
b. \_\_\_\_\_



c. \_\_\_\_\_



d. \_\_\_\_\_



e. \_\_\_\_\_



f. \_\_\_\_\_

17. Match the measuring and weighing tools and utensils on the right with their uses.

- \_\_\_\_\_ a. To measure large quantities of dry ingredients from pints to gallons
- \_\_\_\_\_ b. To weigh food such as ingredients in recipes or for portion control
- \_\_\_\_\_ c. To measure dry foods in amounts of one cup or less
- \_\_\_\_\_ d. To measure small amounts of liquid and dry ingredients
- \_\_\_\_\_ e. To measure large quantities of liquid from pints to gallons
- \_\_\_\_\_ f. To measure liquid in fluid ounces and fractional amounts

- 1. Measuring spoon set
- 2. Portion scales
- 3. Large volume dry measure
- 4. Graduated liquid measuring cups
- 5. Graduated dry measuring cup set
- 6. Large volume liquid measure

### Written Test

18. Complete the following rules to observe in the use and care of hand tools and utensils.
- a. Use only those items \_\_\_\_\_ for the job.
  - b. Use only as \_\_\_\_\_ for the job.
  - c. Use \_\_\_\_\_ container for amount to be prepared.
  - d. \_\_\_\_\_ work in order to have correct hand tools and utensils available when needed.
  - e. \_\_\_\_\_ hand tools and utensils in proper area.
  - f. Store hand tools and utensils \_\_\_\_\_ side up.
  - g. \_\_\_\_\_ after use.
  - h. Report \_\_\_\_\_ tools to supervisor.

\*Permission to duplicate this test is granted.

**Use and Care of Hand Tools and Utensils  
Unit 2**

**Unit Evaluation Form**

Student Name \_\_\_\_\_ Unit Rating \_\_\_\_\_

Assignment Sheet 1—Compare Accuracy of Methods of Measuring Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 1—Use a Steel Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 2—Sharpen a French Knife Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 3—Weigh a Dry Ingredient Using Baker's Scales Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 4—Weigh a Liquid Ingredient Using Portion Scales Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 5—Measure Small Amounts of Dry and Liquid Ingredients Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 6—Measure a Liquid Ingredient Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_



### Unit Evaluation Form

Written Test Scores

Pretest \_\_\_\_\_

Posttest \_\_\_\_\_

Other \_\_\_\_\_

Other \_\_\_\_\_

Teacher Signature \_\_\_\_\_

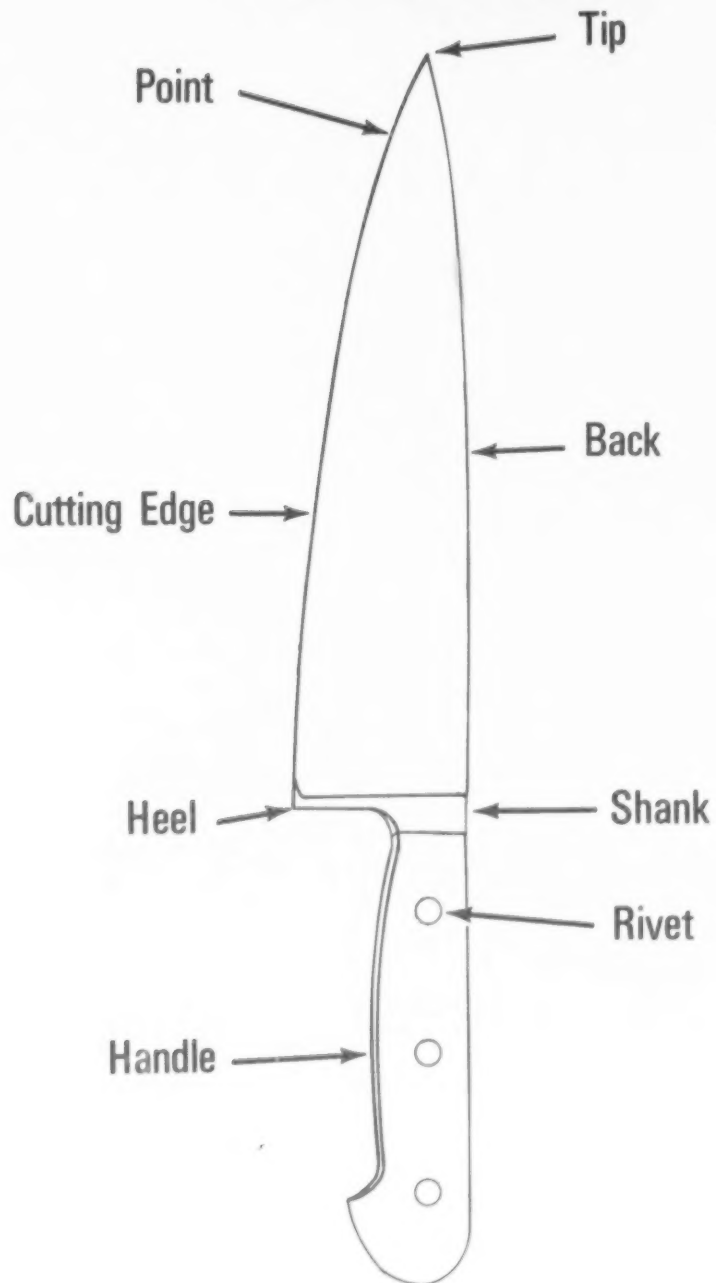
Date \_\_\_\_\_

Student Signature \_\_\_\_\_

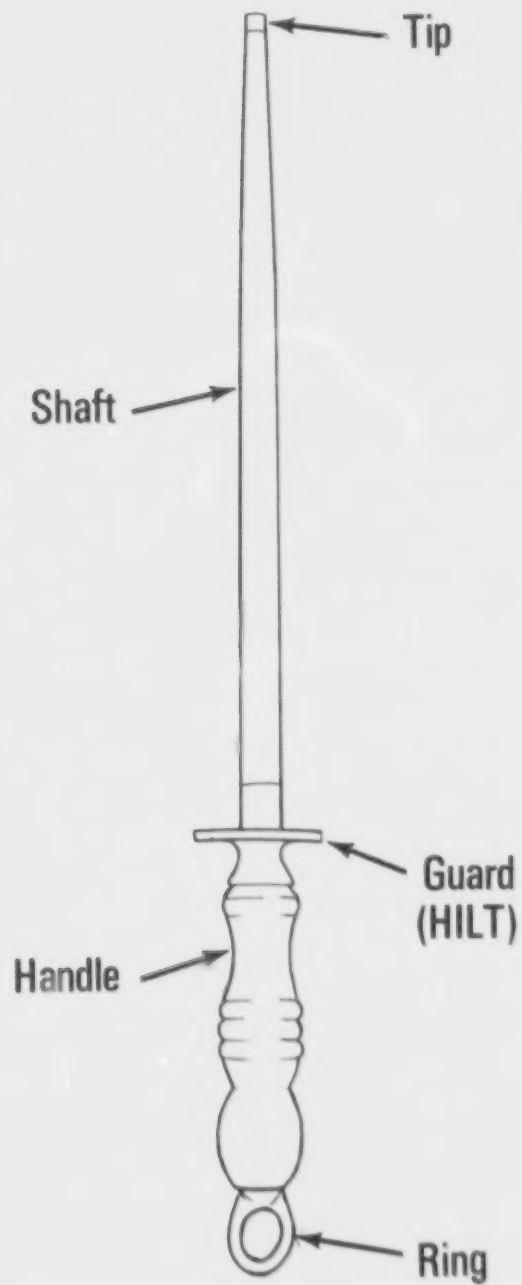
Date \_\_\_\_\_

\*Permission to duplicate this form is granted.

# Parts of a Knife



# Parts of a Steel

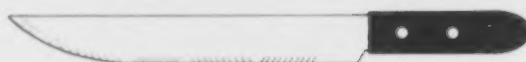


## Use and Care of Hand Tools and Utensils Unit 2

### Information Sheet

#### 1. Knives and sharpening tools

- a. Bread knife



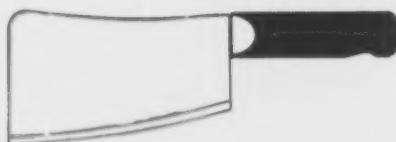
- b. Boning knife



- c. Butcher knife

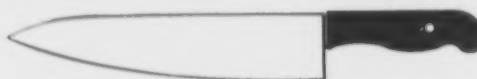


- d. Cleaver



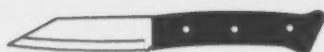
- e. French knife

Note: This is also called a chef knife and is the most common knife used.



**Information Sheet**

- f. Paring knife

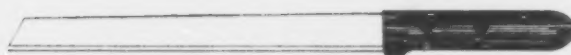


- g. Utility knife

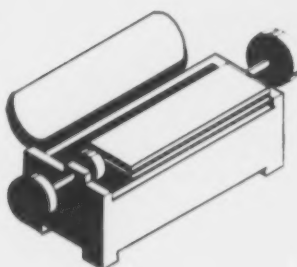
Note: This is also called a salad knife.



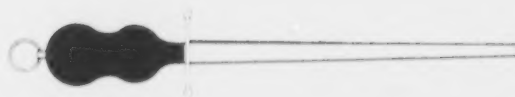
- h. Slicer



- i. Sharpening stone



- j. Steel



## Information Sheet

### 2. Uses of knives and sharpening tools

- a. Bread knife — To slice bread or cake

Note: The cutting edge is serrated to create a saw-like motion when used.

- b. Boning knife — To remove bone from meat

- c. Butcher knife — To cut all types of meat

- d. Cleaver

- To trim chops and cut through bone
- To dress poultry

- e. French knife

- To slice, cut, and shred raw fruits and vegetables
- To slice hot or warm meat
- To chop small quantities of food such as parsley, onions, or nuts
- To dice and mince ingredients

- f. Paring knife

- To peel fruits and vegetables
- To cut or slice fruits and vegetables

- g. Utility knife

- To core lettuce
- To pare and section fruits

- h. Slicer

Note: The specific name of a slicer indicates its use, such as *ham slicer*.

- To slice all kinds of meat
- To slice tomatoes and lettuce wedges

### Information Sheet

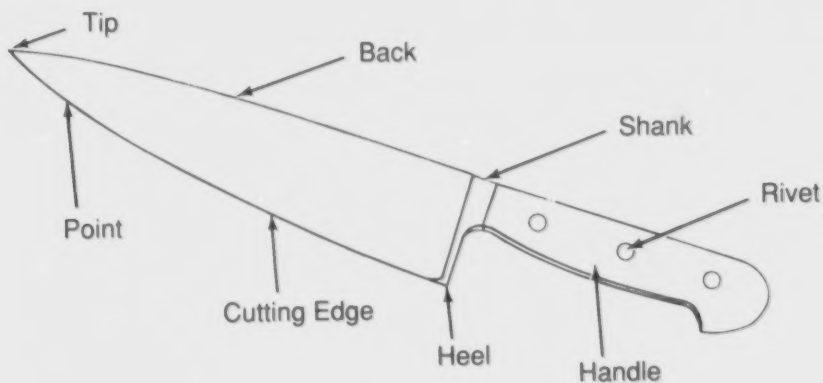
- i. Sharpening stone — To sharpen knives

Note: Stones can be coarse, medium, or fine.

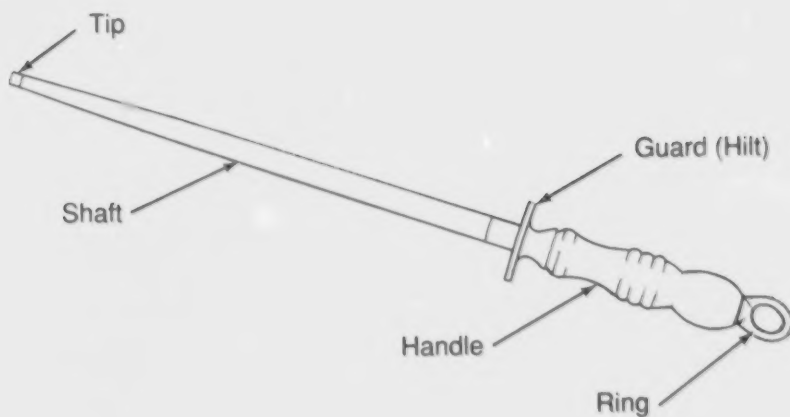
- j. Steel — To hone a knife's cutting edge

Note: Ceramic sharpening steels will actually perform a sharpening function.

#### 3. Parts of a knife



#### 4. Parts of a steel



## Information Sheet

### 5. Rules to follow when sharpening knives

Note: The method for sharpening a French knife is given; angle to stone will vary for other knives.

- a. Hold the knife at a constant 20-degree angle to the stone.
- b. Always sharpen in the same direction to create saw-like ridges in the knife's edge.
- c. Make the strokes on each side in equal numbers and of equal pressure.

Note: Use the full length of the stone to maintain an even surface.

- d. Use a medium stone to sharpen most knives; if a knife is particularly dull, use a coarse stone first, then finish with a finer stone.
- e. As a general rule, make five strokes on each side of the blade.

### 6. Care of knives

**Caution: Use extreme care when handling knives.**

- a. Place knives one at a time in sink; wash each individually.
- b. Sanitize knives prior to each use.

**Caution: Never place knives in water and leave unattended.**

- c. Dry each knife separately.
- d. Store in a knife rack or a special holder in a drawer in the department in which it is used.

Note: Do not store knives loose in a drawer as this may dull the cutting edge and creates a safety hazard.

- e. Use a knife only for jobs for which it is intended.

Example: Knives are not designed to pry lids open.

- f. Use a cutting board; never cut on a metal surface.



## Information Sheet

### 7. Knife safety practices

**Caution:** Never leave knives unattended in work area. Knives should be periodically checked for nicks and loose grips.

- a. Sharpen knives frequently.

Note: A sharp knife is safer than a dull knife.

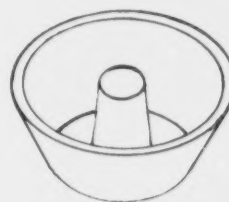
- b. Keep knife handle free from grease or other slippery materials.
- c. If you drop a knife, do not attempt to catch it.
- d. Cut away from your body and hands.
- e. Place items to be cut on a cutting board; do not hold in your hand.
- f. Place the knife on a table and allow others to pick it up instead of handing it to them.
- g. Keep your eyes on your work.
- h. Carry knives point down at your side.

### 8. Baking tools and utensils

- a. Baking pan



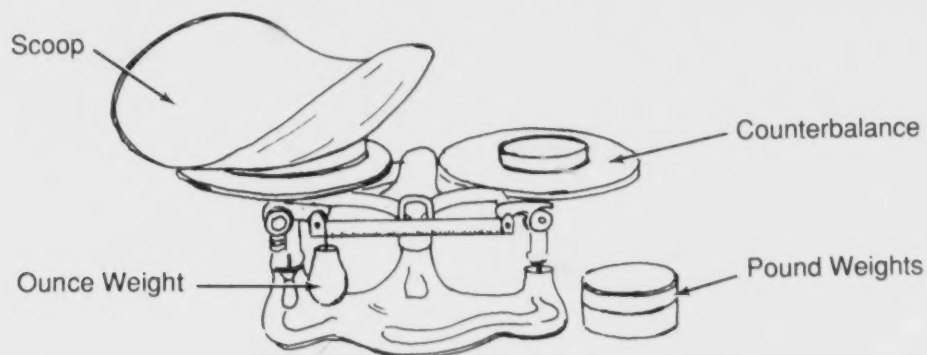
- b. Tube cake pan



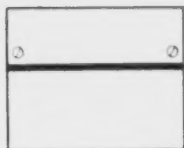
## Information Sheet

## c. Baker's scales

Note: Baker's scales are also called balance scales and may be used in all food production areas that require ingredients to be weighed.



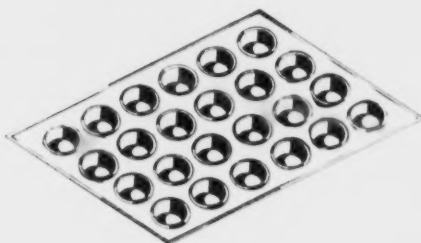
## d. Dough cutter



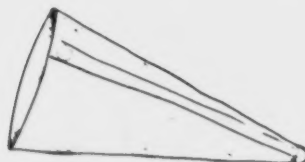
## e. Flour sifter



## f. Muffin tin



## g. Pastry bag



## Information Sheet

h. Pastry brush



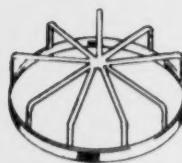
i. Pastry tips



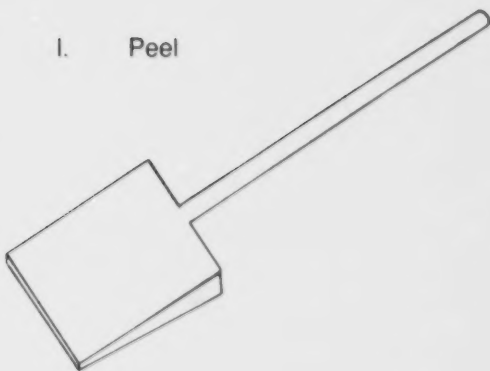
j. Pastry wheel



k. Pie or cake marker



l. Peel



m. Pie or cake knife



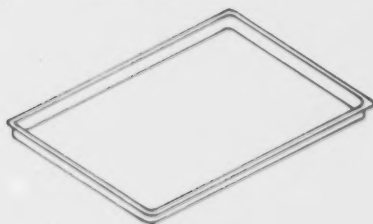
n. Pie pan



o. Rolling pin



p. Sheet pan



## Information Sheet

### 9. Uses of baking tools and utensils

- a. Baking pan — To bake foods
- b. Tube cake pan — To bake tube cakes  
Examples: Angel food, chiffon
- c. Baker's scales — To accurately weigh ingredients
  - Scoop—To hold dry ingredients
  - Counter balance—To balance the scoop
  - Ounce weight—To weigh fractional ounces up to one pound
  - Pound weights—To weigh larger amounts
- d. Dough cutter — To cut dough  
Note: This is also used for scraping table tops.
- e. Flour sifter — To sift dry ingredients
- f. Muffin tin — To bake muffins
- g. Pastry bag — To hold icing during decorating
- h. Pastry brush — To brush on liquids
- i. Pastry tips — To make designs with pastry bag
- j. Pastry wheel — To cut all types of flat doughs
- k. Pie or cake marker — To mark pie or cake for portion control
- l. Peel — To place and remove products such as pizza, bread, and pies in ovens
- m. Pie or cake knife — To cut and serve pie or cake
- n. Pie pan — To bake pie crust or pies
- o. Rolling pin — To roll dough to desired thickness
- p. Sheet pan — To bake foods such as sheet cakes and large numbers of cookies and pastries

Note: This is also referred to as a bun pan.

## Information Sheet

## 10. Cooking tools and utensils

- a. Bain-marie pans



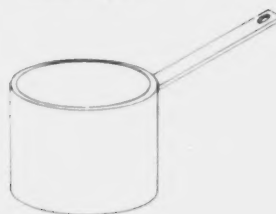
- b. Brazier pan



- c. Double boiler



- d. Sauce pan



- e. Sauce pot



- f. Saute pan



- g. Steam table pan



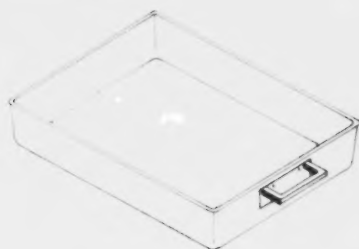
- h. Stock pot

Note: A stock pot has a larger capacity but is not as heavy as a sauce pot.



**Information Sheet**

- i. Roasting pan

**11. Uses of cooking tools and utensils**

- a. Bain-marie pans — To store foods
- b. Double boiler — To cook foods that scorch easily
- c. Saute pan — To cook small amounts of food quickly in a minimum amount of fat

Note: Egg skillets are variations of saute pans; some may be coated with a non-stick material.

- d. Sauce pan — To cook small amounts of food on top of range
  - e. Sauce pot — To cook foods on top of range
- Note: A large surface area is needed while preparing sauces.
- f. Brazier pan — To cook foods requiring a heavy duty stewing pan with tightly fitting cover
  - g. Steam table pan — To cook and hold food for serving
  - h. Stock pot — To cook large quantities of food on top of range
  - i. Roasting pan — To roast meats

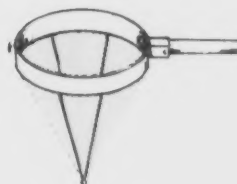
## Information Sheet

## 12. Food preparation tools and utensils

- a. Box grater



- b. China cap



- c. Colander



- d. Egg slicer

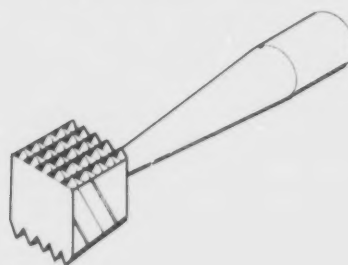


- e. French wire whip

Note: This type of whip is made of rigid wire

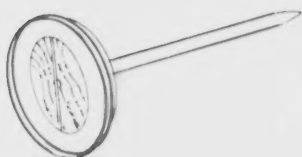


- f. Hand meat tenderizer



## Information Sheet

- g. Meat thermometer



- h. Melon baller

Note: This is also called a Parisian scoop.



- i. Piano wire whip

Note: This type of whip is made of flexible wire.



- j. Skewer



- k. Strainer



- l. Vegetable peeler



## 13. Uses of food preparation tools and utensils

- a. Box grater — To grate or shred small amounts of food
- b. China cap — To strain fine particles from liquids
- c. Colander — To strain liquids from food
- d. Egg slicer — To slice hard-cooked eggs
- e. French wire whip — To combine dry ingredients with liquid



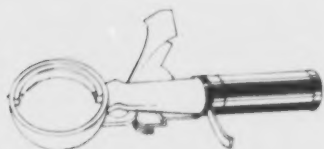
### Information Sheet

- f. Hand meat tenderizer — To pound meat to make it tender
- g. Meat thermometer — To determine internal temperature when roasting meat
- h. Melon baller — To cut fruits and vegetables into balls
- i. Piano wire whip — To incorporate air into liquids and thin mixtures
- j. Skewer — To hold food together for portion control
- k. Strainer — To strain foods
- l. Vegetable peeler — To peel vegetables

Note: This can also be used to make thin slices or curls.

#### 14. Food handling tools and utensils

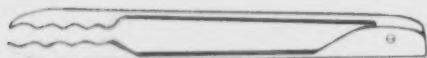
a. Disher



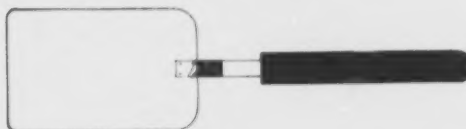
b. Flat spatula



c. Food tongs



d. Hotcake or meat turner



e. Kitchen fork



f. Offset spatula



## Information Sheet

g. Perforated kitchen spoon



h. Perforated ladle



i. Plastic scraper



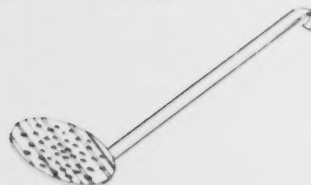
j. Rubber scraper



k. Sandwich spreader



l. Skimmer



m. Slotted kitchen spoon



n. Solid kitchen spoon



o. Solid ladle



## Information Sheet

### 15. Uses of food handling tools and utensils

- a. Disher — To portion and serve food

Note: For portion control, the number on the disher indicates servings per quart.

Example: **Disher Measurements**

| Number*  | Measure   |
|----------|-----------|
| 8 .....  | ½ c.      |
| 10 ..... | 6 Tbsp.   |
| 12 ..... | ⅓ c.      |
| 16 ..... | ¼ c.      |
| 20 ..... | 3 ⅓ Tbsp. |
| 24 ..... | 2 ⅔ Tbsp. |
| 30 ..... | 1 ½ Tbsp. |
| 40 ..... | 1 ⅓ Tbsp. |

\*Portions per quart

- b. Flat spatula — To ice cakes
- c. Food tongs — To handle food
- d. Hotcake or meat turner — To turn food
- e. Kitchen fork — To turn meat or hold meat while slicing
- f. Offset spatula — To mix, spread, or scrape food
- g. Perforated kitchen spoon — To serve small cut vegetables
- h. Perforated ladle — To strain solids from liquids
- i. Plastic scraper — To scrape down bowls
- j. Rubber scraper — To remove food from cans, jars, and bowls
- k. Sandwich spreader — To spread dressing or filling on bread
- l. Skimmer — To remove food particles that rise to the top of stocks and sauces
- Note: A skimmer is also used to remove food particles from deep fat fryers.
- m. Slotted kitchen spoon — To serve large cut vegetables
- n. Solid kitchen spoon — To fold, stir, or serve food

### Information Sheet

- o. Solid ladle — To stir, mix, or serve soups and sauces

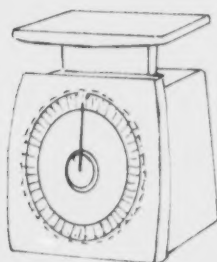
Note: For portion control, the number on the ladle indicates amount of serving:

Example: **Ladle Measurements**

| Size           | Measure          |
|----------------|------------------|
| 1 ounce .....  | $\frac{1}{8}$ c. |
| 2 ounces ..... | $\frac{1}{4}$ c. |
| 4 ounces ..... | $\frac{1}{2}$ c. |
| 6 ounces ..... | $\frac{3}{4}$ c. |
| 8 ounces ..... | 1 c.             |

### 16. Measuring and weighing tools and utensils

- a. Portion scales



- b. Graduated dry measuring cup set

Note: These are available in  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$ , and 1 cup sizes.



- c. Graduated liquid measuring cups

Note: These are available in cup, pint, and quart sizes.



- d. Large volume dry measure

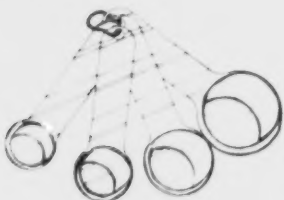
Note: These are available in pint, quart, half gallon, and gallon sizes.



### Information Sheet

- e. Measuring spoon set

Note: Sets include tablespoon, teaspoon,  $\frac{1}{2}$  teaspoon, and  $\frac{1}{4}$  teaspoon.



- f. Large volume liquid measure

Note: These are available in pint, quart, half gallon, and gallon sizes.



### 17. Uses of measuring and weighing tools and utensils

- a. Portion scales — To weigh food such as ingredients in recipes or for portion control
- b. Graduated dry measuring cup set — To measure dry foods in amounts of one cup or less

Note: Measuring cups may also be used to measure shortening.

- c. Graduated liquid measuring cups — To measure liquid in fluid ounces and fractional amounts
- d. Large volume dry measure — To measure large quantities of dry ingredients from pints to gallons
- e. Measuring spoon set — To measure small amounts of liquid and dry ingredients

Note: Care must be exercised when using for liquids.

- f. Large volume liquid measure — To measure large quantities of liquid from pints to gallons

Note: These are usually not accurate for less than the full amount due to difficulty in seeing level contents.

**Information Sheet****18. Rules to observe in the use and care of hand tools and utensils**

- a. Use only those items needed for the job.
- b. Use only as intended for the job.
- c. Use correct size container for amount to be prepared.
- d. Plan work in order to have correct hand tools and utensils available when needed.
- e. Store hand tools and utensils in proper area.
- f. Store hand tools and utensils bottom side up.

Note: This will prevent dust from getting inside and moisture from accumulating.

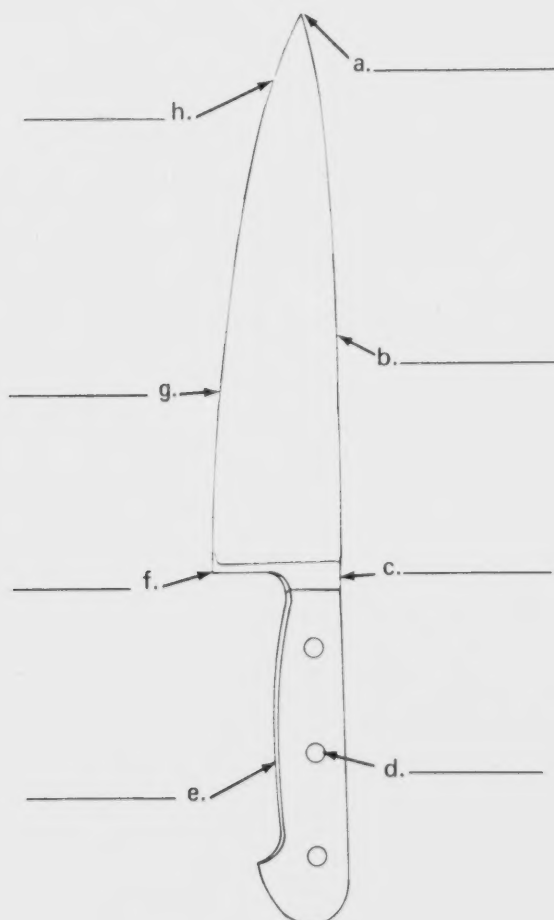
- g. Clean after use.
- h. Report unusable tools to supervisor.

## Use and Care of Hand Tools and Utensils Unit 2

### Student Supplement 1—Identify Parts of a Knife

Name \_\_\_\_\_ Rating \_\_\_\_\_

Directions: Draw an arrow on the illustration below to correspond with each of the **eight** parts of a knife. Label each part with the correct name.

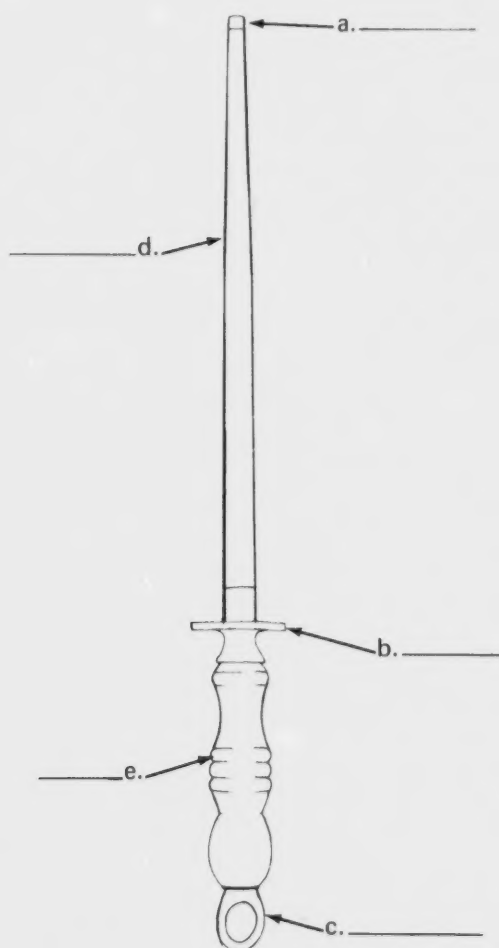


## Use and Care of Hand Tools and Utensils Unit 2

### Student Supplement 2—Identify Parts of a Sharpening Steel

Name \_\_\_\_\_ Rating \_\_\_\_\_

Directions: Draw an arrow on the illustration below to correspond with each of the **five** parts of a sharpening steel. Label each part with the correct name.





## Use and Care of Hand Tools and Utensils Unit 2

### Assignment Sheet 1—Compare Accuracy of Methods of Measuring

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria | Rating |
|---------------------|--------|
| Care in measuring   | _____  |
| Valid reasoning     | _____  |

Directions: Specific methods for measuring certain ingredients must be followed to insure the success of the recipe. If these methods are not followed, wide variations can result. Do the following comparisons and answer the questions that follow. The above criteria will be used to evaluate your performance.

1. Flour should be sifted and gently placed in the measuring cup by spoonfuls, then leveled with a spatula. Weigh one cup of flour using this method, then weigh one cup of flour dipped from the bin or sack and leveled.
  - Weight of sifted flour \_\_\_\_\_
  - Weight of dipped flour \_\_\_\_\_
  - Which weighs the most? \_\_\_\_\_
  - What difference do you think this would make in a recipe?  
\_\_\_\_\_  
\_\_\_\_\_
  
2. Brown sugar should be firmly packed so that it holds its shape when turned out of a cup. Weigh one cup of firmly packed brown sugar and one cup of brown sugar poured loosely into a cup without packing.
  - Weight of firmly packed brown sugar \_\_\_\_\_
  - Weight of loosely poured brown sugar \_\_\_\_\_
  - Which weighs the most? \_\_\_\_\_
  - What difference do you think this would make in a recipe?  
\_\_\_\_\_  
\_\_\_\_\_

## Use and Care of Hand Tools and Utensils Unit 2

### Job Sheet 1—Use a Steel

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                               | Rating |
|---------------------------------------------------|--------|
| Safety precautions observed                       | _____  |
| Knife blade honed to a smooth, sharp cutting edge | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Tools and materials

Steel  
Knife

B. Procedure

**Caution: Use extreme care when working with knives.**

- ☐ 1. Stand in a balanced position that will allow you to control arm movement.

Note: The steel will remain stationary while the knife is moved with wrist action.

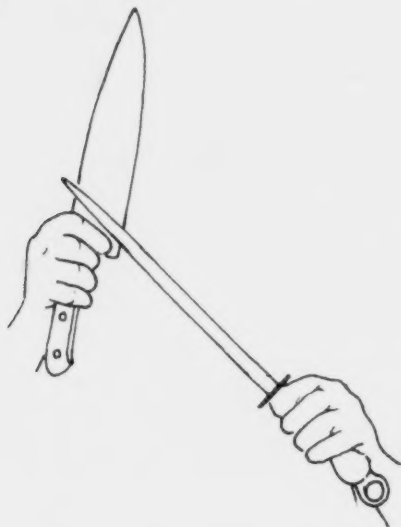
- ☐ 2. Grasp the knife and steel firmly by their handles.

Note: The metal protrusions of the guard on the steel are designed to protect the user's hand.

## Job Sheet 1

- ☐ 3. Hold the steel at approximately a 45-degree angle at arm's length away from the body (Figure 1).

Figure 1



- ☐ 4. Start with the knife in a vertical position, lightly touching heel of knife to tip of steel at a 20-degree angle to the steel (Figure 1).
- ☐ 5. Begin to pass the knife edge along the length of the steel, maintaining light pressure and a constant 20-degree angle (Figure 2).

Note: This is done with wrist action while the arms remain still.

Figure 2



## Job Sheet 1

- ☐ 6. Continue in a smooth motion, using the entire length of the steel (Figure 2).

Note: Listen for a melodic ring as you use the steel; if you hear a grinding noise you are applying too much pressure.

- ☐ 7. Complete the movement by passing the tip of the knife across the steel (Figure 2).

Note: Do not strike the guard with the knife.

- ☐ 8. Start the next stroke with the knife on the opposite side of the steel at a 20-degree angle to the tip of the steel.

- ☐ 9. Pass the knife along the steel as before, maintaining light pressure and a constant 20-degree angle.

- ☐ 10. Stroke the knife on the steel five times on each side.

- ☐ 11. Clean tools and materials and return them to proper storage.

- ☐ 12. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Use and Care of Hand Tools and Utensils Unit 2

### Job Sheet 2—Sharpen a French Knife

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                | Rating |
|----------------------------------------------------|--------|
| Safety precautions observed                        | _____  |
| Knife is sharpened free from jagged edges or nicks | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Tools and materials

Sturdy work table  
Sharpening stone  
Steel  
Water or mineral oil  
French knife

B. Procedure

**Caution: Use extreme care when working with knives.**

- ☐ 1. Place the sharpening stone near the edge of the table on a damp towel to prevent slippage.

Note: For general sharpening, use a medium texture stone; for a severely abused knife, start with a coarse texture stone.

- ☐ 2. Lubricate the stone with mineral oil or water.

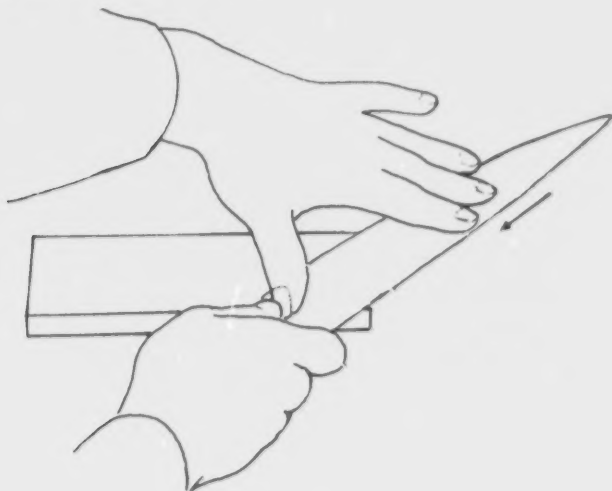
Note: Vegetable oil is not recommended as it may leave a sticky film on the stone.

- ☐ 3. Stand in a balanced position that will allow you to use the full surface of the stone.

## Job Sheet 2

- ☐ 4. Grasp the knife firmly by the handle (Figure 1).

Figure 1



- ☐ 5. Use the four most comfortable fingers of the guiding hand to stabilize the knife and maintain constant pressure on the blade (Figure 1).

Note: The guiding hand is the one not holding the knife.

- ☐ 6. Place the heel of the knife at one corner of the stone close to the table edge (Figure 1).
- ☐ 7. Set the blade at a 20-degree angle, touching the stone (Figure 2).

Figure 2

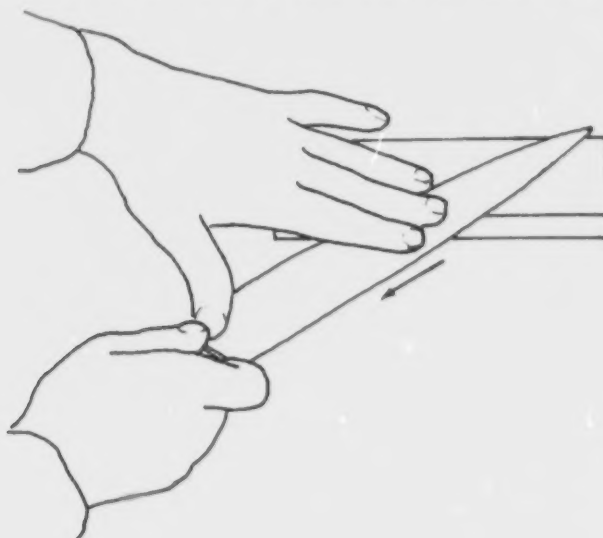


## Job Sheet 2

- ☐ 8. Begin to draw the knife across the stone, gently, but with abrasive action on the blade (Figure 1).
- ☐ 9. Continue movement in a smooth action, maintaining angle and pressure through the blade tip across the surface of the stone (Figure 3).

Note: Five strokes for each side of the blade will generally be enough.

Figure 3



- ☐ 10. Turn the knife around so that the side of the blade just sharpened is now facing up and use guiding hand to establish and maintain constant pressure (Figure 4).

Figure 4



**Job Sheet 2**

- ☐ 11. Set the knife at a 20-degree angle and position the heel at the opposite corner of the stone (Figure 4).
- ☐ 12. Draw the knife across the stone in the same manner as the opposite side (Figure 4).
- ☐ 13. Use a steel on the knife edge to finely hone it.
- ☐ 14. Clean tools and materials and return them to proper storage.
- ☐ 15. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



## Use and Care of Hand Tools and Utensils Unit 2

### Job Sheet 3—Weigh a Dry Ingredient Using Baker's Scales

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                              | Rating |
|------------------------------------------------------------------|--------|
| Scale properly set for desired weight of ingredient              | _____  |
| Ingredient in scoop perfectly balanced with set amount of weight | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Tools and materials

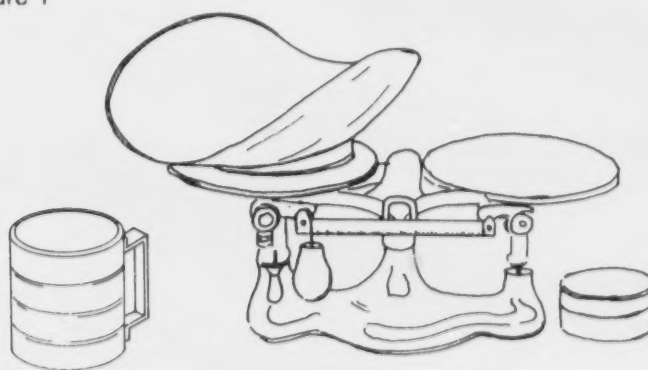
Baker's scale  
Flour or sugar

Large volume dry measure  
Spoon

B. Procedure

- ☐ 1. Place the scoop on the left side of the scales and the counterbalance on the right side of the scales (Figure 1).

Figure 1



**Job Sheet 3**

- ☐ 2. Set the ounce weight on zero; the scales should then be in balance (Figure 1).
- ☐ 3. Fill the large volume dry measure with flour or sugar.
- ☐ 4. Set the scales at desired weight of ingredient by placing weights on the counterbalance and moving the ounce weight until desired amount is reached.

Note: The scales will no longer balance.

- ☐ 5. Pour flour or sugar from the dry measure into the scoop until the scales are balanced.

Note: If too much of the dry ingredient is poured, the left side will be lower than the right; if too little is poured, the right side will be lower.

- ☐ 6. Remove or add small amounts of the dry ingredient with a spoon until the scales are perfectly balanced.
- ☐ 7. Repeat the procedure with different weights.
- ☐ 8. Clean the tools and equipment and return them to proper storage.
- ☐ 9. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Use and Care of Hand Tools and Utensils Unit 2

### Job Sheet 4—Weigh a Liquid Ingredient Using Portion Scales

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criterion                                                  | Rating |
|-----------------------------------------------------------------------|--------|
| Accurate weight of water achieved using different types of containers | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Tools and materials

Portion scale  
Water  
Large volume liquid measure  
1-pint measuring cup  
Mixing bowl

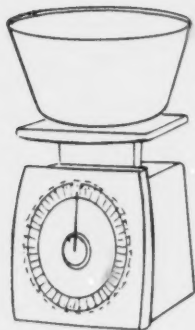
B. Procedure

- ☐ 1. Fill large volume liquid measure with water.
- ☐ 2. Place the mixing bowl on the scale platform.
- ☐ 3. Adjust the dial on the scales so that zero is aligned with the pointer (Figure 1).

Note: This allows the scales to record the weight of the contents without the additional weight of the container.

## Job Sheet 4

Figure 1



- ☐ 4. Pour water into the mixing bowl until desired weight is indicated by the pointer.

Note: For this exercise, use 12 ounces.

- ☐ 5. Set aside mixing bowl of water.
- ☐ 6. Repeat the procedure using the one-pint measuring cup and the same weight of water.
- ☐ 7. Compare the amount of water in the measuring cup with that in the bowl.

Note: Observe the level of water in the measuring cup, then pour it out and refill with the water in the mixing bowl. There should be an equal amount of water even though very different kinds of containers were used.

- ☐ 8. Clean the tools and equipment and return them to proper storage.
- ☐ 9. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Use and Care of Hand Tools and Utensils Unit 2

### Job Sheet 5—Measure Small Amounts of Dry and Liquid Ingredients

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                   | Rating |
|---------------------------------------|--------|
| Dry ingredient accurately measured    | _____  |
| Liquid ingredient accurately measured | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Tools and materials

Set of measuring spoons  
Dry ingredient (baking soda)  
Liquid ingredient (water)  
Waxed paper  
Spatula

B. Procedure

- ☐ 1. Measure a dry ingredient.
- a. Put measuring spoon of desired size in dry ingredient container and stir well.
- Note: Spoon must be dry.
- b. Heap the measuring spoon with dry ingredient.
  - c. Hold the spoon over a container or waxed paper and level off with a spatula.
  - d. Return the excess amount leveled off to the original container.
- ☐ 2. Measure a liquid ingredient.
- a. Select measuring spoon of desired size.

**Job Sheet 5**

- b. Fill with liquid ingredient.

Note: You may need to level off thick liquids such as corn syrup.

- ☐ 3. Clean tools and materials and return them to proper storage.
- ☐ 4. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Use and Care of Hand Tools and Utensils Unit 2

### Job Sheet 6—Measure a Liquid Ingredient

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criterion                                         | Rating |
|--------------------------------------------------------------|--------|
| Accurate measurement achieved with various amounts of liquid | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Tools and materials

Transparent measuring cup  
Container of water

B. Procedure

- ☐ 1. Place measuring cup on counter.
- ☐ 2. Pour water into cup to desired level.

Note: Practice measuring different amounts, such as  $\frac{1}{2}$  cup,  $\frac{2}{3}$  cup,  $\frac{3}{4}$  cup, etc.

- ☐ 3. Check measurement by holding measuring cup at eye level.
- ☐ 4. Add or remove liquid as needed to get exact measurement.
- ☐ 5. Clean tools and materials and return them to proper storage.
- ☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Use and Care of Equipment Unit 3**

### **Objective Sheet**

#### **Unit Objective**

After completing this unit, the student should be able to operate and clean various types of food production equipment. The student should demonstrate these competencies by completing the job sheets, and by scoring a minimum of 85 percent on the written test.

#### **Specific Objectives**

After completing this unit, the student should be able to:

1. Identify types of equipment.
2. List types of equipment with food contact surfaces that must be sanitized just prior to use.
3. Select true statements concerning general operating procedures for equipment.
4. Select true statements concerning safety requirements for equipment.
5. Operate a doughnut machine. (Job Sheet 1)
6. Clean a doughnut machine. (Job Sheet 2)
7. Operate a dish machine. (Job Sheet 3)
8. Clean a dish machine. (Job Sheet 4)
9. Operate a waste disposer. (Job Sheet 5)
10. Operate a mixer. (Job Sheet 6)
11. Clean a mixer. (Job Sheet 7)
12. Operate a slicer. (Job Sheet 8)
13. Clean a slicer. (Job Sheet 9)
14. Operate a deep fat fryer. (Job Sheet 10)
15. Clean a gas deep fat fryer. (Job Sheet 11)



**Objective Sheet**

16. Clean an electric deep fat fryer. (Job Sheet 12)
17. Use a steam table. (Job Sheet 13)
18. Clean a steam table. (Job Sheet 14)
19. Operate a conventional oven. (Job Sheet 15)
20. Clean a conventional oven. (Job Sheet 16)
21. Operate a convection oven. (Job Sheet 17)
22. Clean a convection oven. (Job Sheet 18)
23. Operate a microwave oven. (Job Sheet 19)
24. Clean a microwave oven. (Job Sheet 20)
25. Operate a rotary toaster. (Job Sheet 21)
26. Clean a rotary toaster. (Job Sheet 22)
27. Operate coffee equipment. (Job Sheet 23)
28. Clean an urn coffee maker. (Job Sheet 24)
29. Operate a range. (Job Sheet 25)
30. Clean a range. (Job Sheet 26)
31. Operate a broiler. (Job Sheet 27)
32. Clean a broiler. (Job Sheet 28)
33. Operate a grill. (Job Sheet 29)
34. Clean a grill. (Job Sheet 30)
35. Use platform scales. (Job Sheet 31)
36. Clean a work table. (Job Sheet 32)
37. Clean a can opener. (Job Sheet 33)
38. Operate a blender/food processor. (Job Sheet 34)
39. Clean a blender/food processor. (Job Sheet 35)
40. Clean a milk dispenser. (Job Sheet 36)

## Use and Care of Equipment Unit 3

### Suggested Activities

#### Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation for enrichment of exceptional students as well as accommodation of special needs students.
4. Review instructions for evaluating student performance and make copies of Unit Evaluation Form.
5. Provide students with unit of instruction. Discuss unit and specific objectives.
6. Discuss the job sheets. Review criteria for evaluation of these activities.
7. Discuss the use of the Unit Evaluation Form with students, and select and discuss the rating scale that will be used for student evaluation.
8. Make copies of the written test.
9. Give written test.
10. Compile job sheet ratings and written test scores on the Unit Evaluation Form.
11. Reteach and retest as required.

#### Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Review safety and sanitary procedures from *Food Production, Management, and Services: Introduction* with the class. Have students discuss equipment or parts of equipment that require special care in handling. Skill areas: **listening** and **oral communication**.

### Suggested Activities

2. Invite members of your county health department to address the class concerning sanitation procedures and requirements for fast food establishments. After visiting with the health officials, have students research and prepare a written report on food handling cleanliness and disease prevention. Skill areas: **listening, writing, and critical thinking.**
3. Invite service representatives to class to demonstrate to the students how to operate and clean soft drink dispensers, malt machines, and other pieces of equipment used in your kitchen which are not covered in this unit. Have students take notes, then practice using and cleaning these pieces of equipment. Skill areas: **writing, listening, and organizational effectiveness.**
4. Take a field trip to a food production operation that uses equipment not found in your kitchen. Allow students to observe the equipment in use and to ask questions regarding the safe operation and cleaning of these pieces of equipment. Skill areas: **listening, and oral communication.**
5. Consult manufacturer's directions on use and care of equipment for adaptability of job sheets to classroom equipment not covered in this unit.

### References Used in Developing This Unit

1. Gibson, LeRoy. *Food Production, Management, and Services: Production*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.
2. Longree, Karla, and Gertrude Armbruster. *Quantity Food Sanitation*. New York: John Wiley and Sons, 1987.
3. Palan, Earl. *Food Production, Management, and Services: Introduction*, 2nd Ed. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1992.
4. Terrell, Margaret E. *Professional Food Preparation*. New York: Macmillan, 1979.
5. Vail, Gladys E., et al. *Foods*, 7th Ed. Boston: Houghton Mifflin Co., 1978.
6. West, B., L. Wood, and V. Harger. *Food Service in Institutions*. New York: John Wiley and Sons, 1977.

## Suggested Activities

**Suggested Supplemental Resource**—*Proper Use and Care of Hot Foods Equipment*. Tallahassee, FL: Division of Vocational, Adult, and Community Education, Florida Department of Education, 1987.

### Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

#### Option A

- 4 - Skilled—Can perform job with no additional training.
- 3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
- 2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
- 1 - Unskilled—Is familiar with process, but is unable to perform job.

#### Option B

- Yes—Can perform job with no additional training.
- No—Is unable to perform job satisfactorily.

## Use and Care of Equipment Unit 3

### Answers to Written Test

1.
  - a. Mixer
  - b. Slicer
  - c. Waste disposer
  - d. Deep fat fryer
  - e. Doughnut machine
  - f. Dish machine
  - g. Conventional oven
  - h. Range
  - i. Microwave oven
  - j. Toaster
  - k. Steam table
  - l. Convection oven
  - m. Coffee equipment
  - n. Electric can opener
  - o. Blender
  - p. Work table
  - q. Grill
  - r. Broiler
  - s. Milk dispenser
  - t. Hand can opener
  - u. Platform scales
2. Any six of the following:
  - a. Blender
  - b. Doughnut machine
  - c. Food chopper
  - d. Meat tenderizer
  - e. Milk dispenser
  - f. Mixer
  - g. Slicer
  - h. Can opener
3. a, b, c, e, f
4. a, c, e, f

Use and Care of Equipment  
Unit 3

Written Test

Name \_\_\_\_\_

Score \_\_\_\_\_

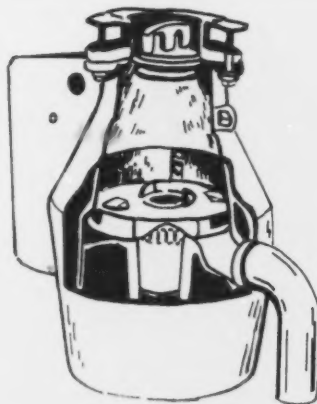
1. Identify the following types of equipment.



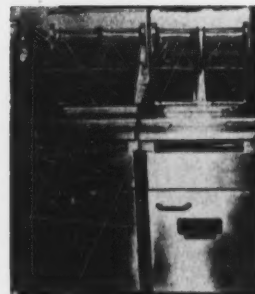
a. \_\_\_\_\_



b. \_\_\_\_\_

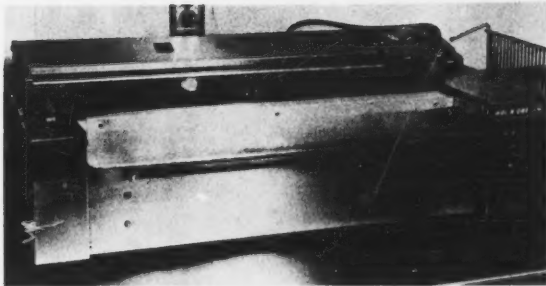


c. \_\_\_\_\_



d. \_\_\_\_\_

Written Test



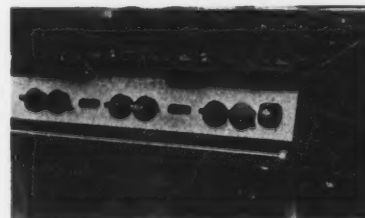
e. \_\_\_\_\_



f. \_\_\_\_\_



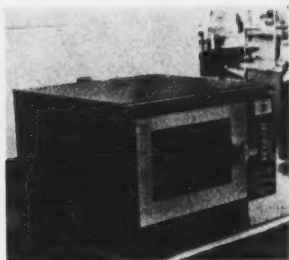
g. \_\_\_\_\_



h. \_\_\_\_\_



Written Test



i. \_\_\_\_\_



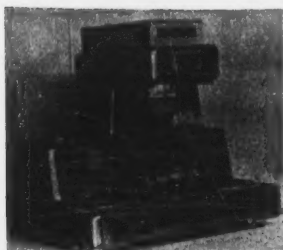
j. \_\_\_\_\_



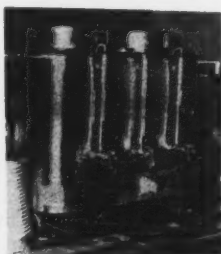
k. \_\_\_\_\_



l. \_\_\_\_\_



m. \_\_\_\_\_

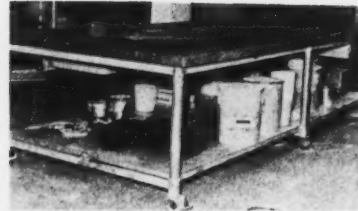
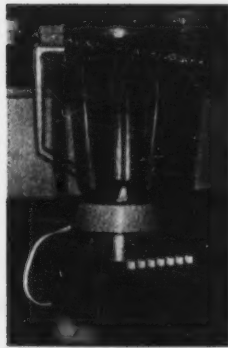


n. \_\_\_\_\_



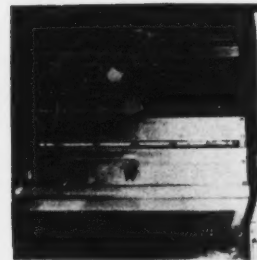


# Written Test



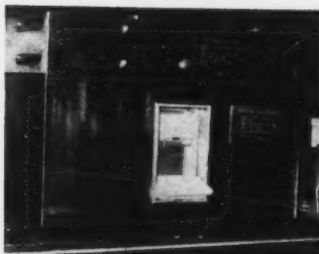
o. \_\_\_\_\_

p. \_\_\_\_\_



q. \_\_\_\_\_

r. \_\_\_\_\_



s. \_\_\_\_\_

t. \_\_\_\_\_

### Written Test



- u. \_\_\_\_\_
2. List six types of equipment with food contact surfaces that must be sanitized just prior to use.
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
3. Select true statements concerning general operating procedures for equipment by placing an "X" in each appropriate blank.
- \_\_\_\_\_ a. Turn off switches prior to adjusting the speed.
- \_\_\_\_\_ b. Notify supervisor when parts of a machine have been misplaced.
- \_\_\_\_\_ c. Clear work area of unneeded equipment or supplies before using a machine.
- \_\_\_\_\_ d. Wear loose clothing while using electrical equipment.
- \_\_\_\_\_ e. Notify supervisor when in doubt about use of equipment.
- \_\_\_\_\_ f. Turn speed control to the proper setting before starting a machine.
- \_\_\_\_\_ g. Follow the manufacturer's directions only for operation.

### Written Test

4. Select true statements concerning safety requirements for equipment by placing an "X" in each appropriate blank.
- ☐ a. Operator must be trained on each piece of equipment.
  - ☐ b. Operator must have observed the equipment break down.
  - ☐ c. Operator must demonstrate the ability to set up, use, and clean the equipment to the satisfaction of the supervisor.
  - ☐ d. Equipment should be left unattended during use.
  - ☐ e. Operator must know and use all safety features on the equipment.
  - ☐ f. Pieces of equipment which have parts that will come in direct contact with food must be sanitized just prior to use.

**Use and Care of Equipment  
Unit 3**

**Unit Evaluation Form**

Student Name \_\_\_\_\_ Unit Rating \_\_\_\_\_

Job Sheet 1—Operate a Doughnut Machine Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 2—Clean a Doughnut Machine Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 3—Operate a Dish Machine Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 4—Clean a Dish Machine Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 5—Operate a Waste Disposer Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 6—Operate a Mixer Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 7—Clean a Mixer Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 8—Operate a Slicer Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

### Unit Evaluation Form

Job Sheet 9—Clean a Slicer Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 10—Operate a Deep Fat Fryer Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 11—Clean a Gas Deep Fat Fryer Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 12—Clean an Electric Deep Fat Fryer Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 13—Use a Steam Table Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 14—Clean a Steam Table Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 15—Operate a Conventional Oven Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 16—Clean a Conventional Oven Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 17—Operate a Convection Oven Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

### Unit Evaluation Form

Job Sheet 18—Clean a Convection Oven Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 19—Operate a Microwave Oven Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 20—Clean a Microwave Oven Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 21—Operate a Rotary Toaster Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 22—Clean a Rotary Toaster Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 23—Operate Coffee Equipment Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 24—Clean an Urn Coffee Maker Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 25—Operate a Range Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 26—Clean a Range Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

### Unit Evaluation Form

Job Sheet 27—Operate a Broiler

Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 28—Clean a Broiler

Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 29—Operate a Grill

Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 30—Clean a Grill

Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 31—Use Platform Scales

Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 32—Clean a Work Table

Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 33—Clean a Can Opener

Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 34—Operate a Blender/Food Processor

Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 35—Clean a Blender/Food Processor

Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

### Unit Evaluation Form

Job Sheet 36—Clean a Milk Dispenser

Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

#### Written Test Scores

Pretest \_\_\_\_\_

Posttest \_\_\_\_\_

Other \_\_\_\_\_

Other \_\_\_\_\_  
\_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

\*Permission to duplicate this form is granted.

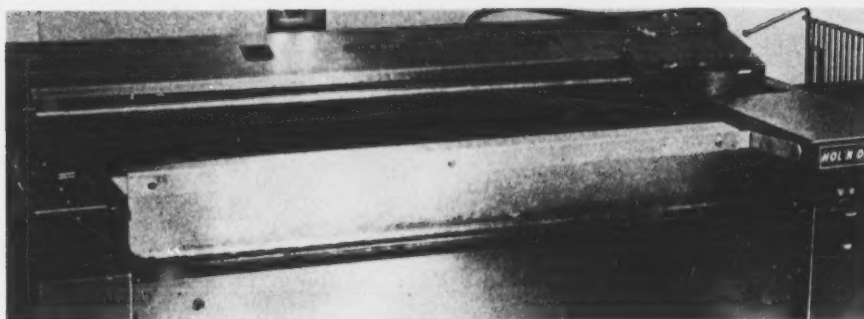


## Use and Care of Equipment Unit 3

### Information Sheet

#### 1. Types of equipment

##### a. Doughnut machine

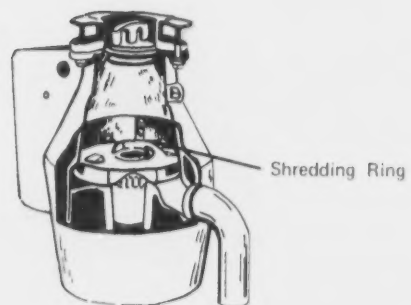


##### b. Dish machine



## Information Sheet

- c. Waste disposer

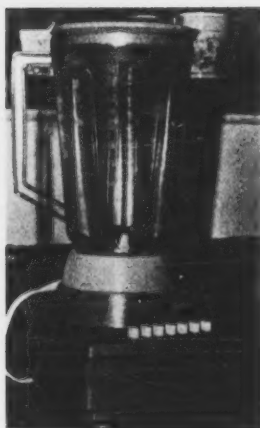


- d. Mixer

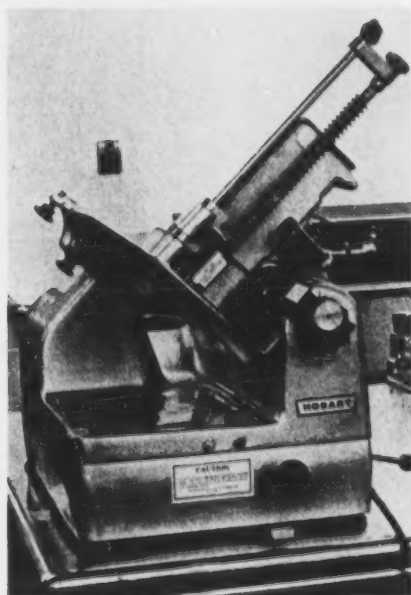


Information Sheet

e. Blender

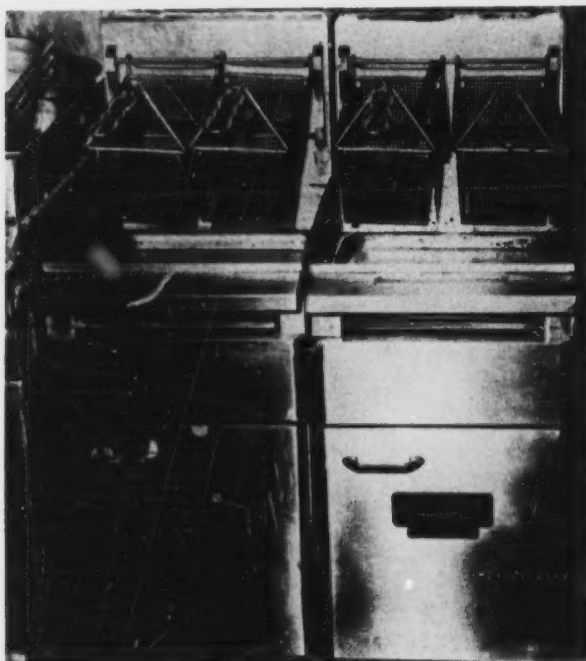


f. Slicer



## Information Sheet

g. Deep fat fryer



h. Work table



## Information Sheet

## i. Can openers

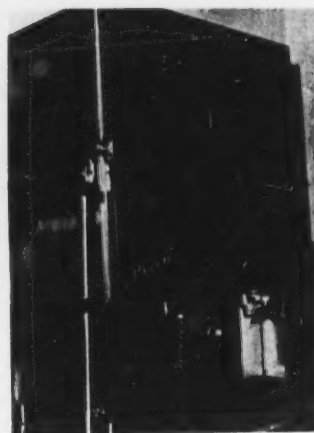
• Manual



• Electric



## j. Milk dispensers

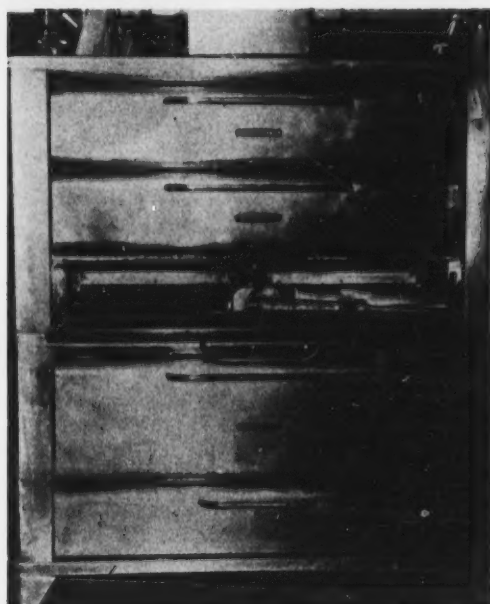


## Information Sheet

k. Grill

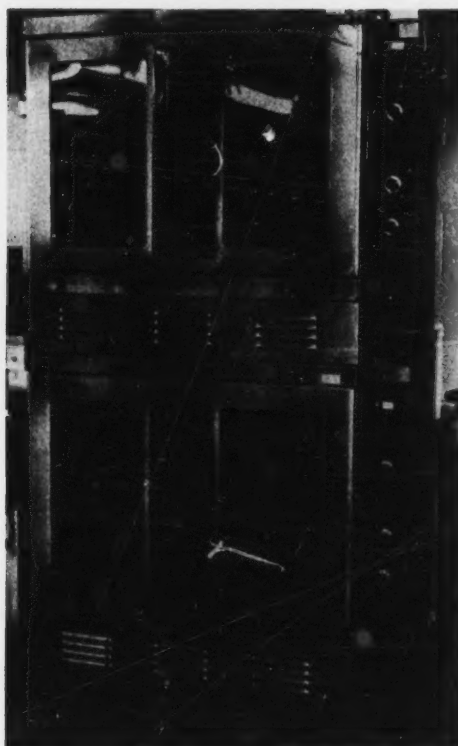


l. Conventional oven



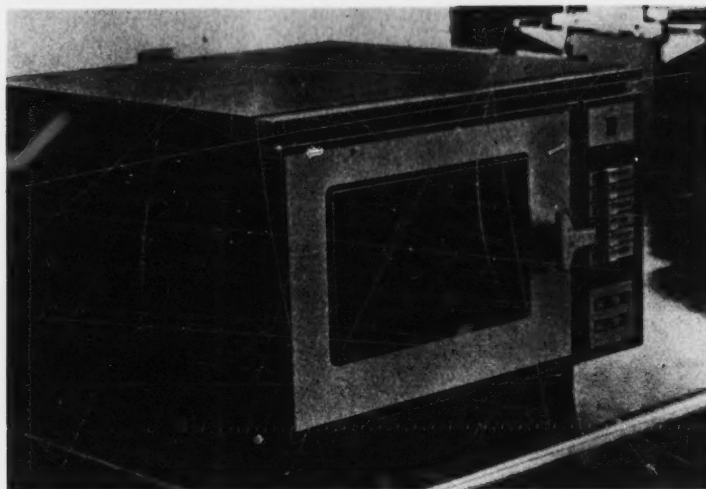
Information Sheet

m. Convection oven



## Information Sheet

- n. Microwave oven



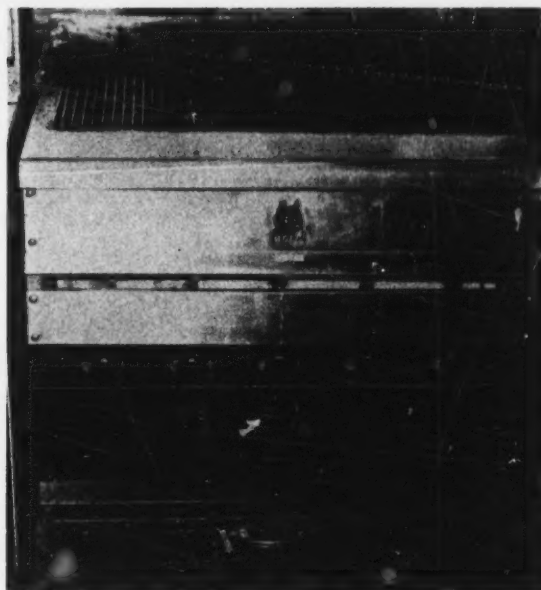
- o. Platform scales



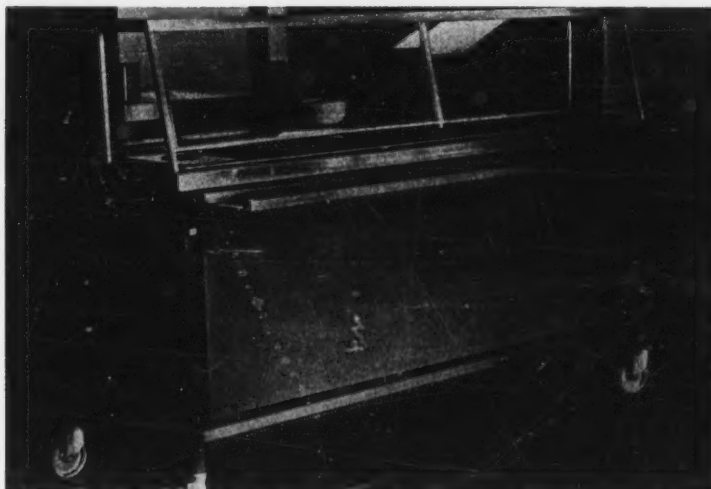


Information Sheet

p. Broiler

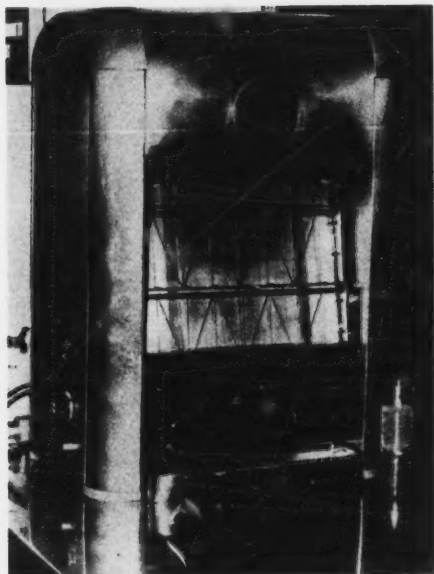


q. Steam table

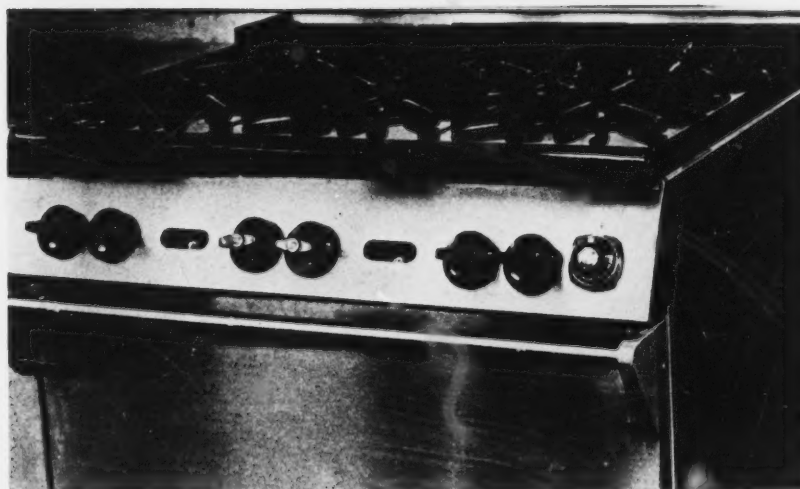


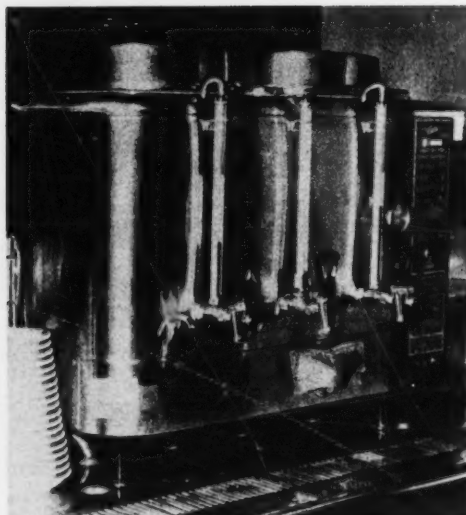
## Information Sheet

r. Toaster



s. Range



**Information Sheet****t. Coffee machines****2. Equipment with food contact surfaces that must be sanitized just prior to use**

- a. Blender
- b. Doughnut machine
- c. Food chopper
- d. Meat tenderizer
- e. Milk dispenser
- f. Mixer
- g. Slicer
- h. Can opener

**3. General operating procedures for equipment**

- a. When training an operator
  - Demonstrate safety features.
  - Point out emergency stop.
  - Demonstrate setting up, using, and cleaning the equipment.

### Information Sheet

b. When using electrical equipment

- Do not wear rings.
- Do not wear loose clothing.

Note: Items such as untied apron strings could become caught in the equipment.

c. Before using a machine

- Disconnect the power source.
- Check to see that all parts are in their proper places.
- Turn gears or speed control to the proper settings.
- Clear work area of unneeded equipment or supplies.

d. When cleaning or adjusting a machine

- Turn off switches prior to adjusting the speed.
- Remove the plug from the socket.

|                                                                          |
|--------------------------------------------------------------------------|
| <b>Caution: Do not pull the cord to remove the plug from the socket.</b> |
|--------------------------------------------------------------------------|

e. When operating equipment

- Follow manufacturers' directions
  - For operating
  - For cleaning
  - For lubricating
- Notify the supervisor
  - When in doubt about use of equipment
  - When parts of a machine have been misplaced
  - When a machine is not running properly

## Information Sheet

### 4. Safety requirements for equipment

- a. Operator must be trained on each piece of equipment.

Note: Training should include a demonstration by the supervisor on how to set up, use, and clean the equipment.

- b. Operator must demonstrate the ability to set up, use, and clean the equipment to the satisfaction of the supervisor.
- c. Operator must know and use all safety features on the equipment.
- d. Equipment should not be left unattended during use.
- e. Pieces of equipment which have parts that will come in direct contact with food must be sanitized just prior to use and before using to process other types of foods.

Note: Purple film buildup on stainless steel surfaces indicates protein residue from improper cleaning. Sanitizing solution should be kept in a spray bottle and applied lightly with a fine mist to food contact surfaces just prior to use.

## Use and Care of Equipment Unit 3

### Job Sheet 1—Operate a Doughnut Machine

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                                             | Rating |
|---------------------------------------------------------------------------------|--------|
| Doughnut machine is set up and operating properly                               | _____  |
| Doughnuts cooked at recommended time and temperature for variety being prepared | _____  |
| Doughnuts not over- or under-cooked                                             | _____  |
| Sanitation and safety precautions observed                                      | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Doughnut machine  
Doughnut shortening  
Doughnut batter

B. Procedure

- ☐ 1. Fill the fryer with shortening.

Note: Use enough shortening to cover heater elements and thermostat bulb.

- ☐ 2. Turn heater control switch to 250 degrees Fahrenheit.

- ☐ 3. Melt all of the shortening.

- ☐ 4. Set the temperature control to 375 degrees Fahrenheit.

- ☐ 5. Switch on the conveyor motor to see that the conveyor operates freely.

**Job Sheet 1**

- ☐ 6. Time the revolutions of the dropper and the conveyor.

Note: The dropper should be in the center of the flight pocket.

- ☐ 7. Retard or advance as necessary.

- ☐ 8. Consult the recommended temperature and time chart for the variety of doughnut being prepared.

Note: See manufacturer's directions. Temperature will usually be between 370 degrees and 380 degrees Fahrenheit.

- ☐ 9. Set the speed according to the variety of doughnut.

- ☐ 10. Load the hopper with batter.

- ☐ 11. Begin operation.

Note: Adjust the dropper if necessary so that the doughnuts are dropping as close to the front flight as possible.

- ☐ 12. Cook the desired number of doughnuts.

- ☐ 13. Turn the machine off.

- ☐ 14. Clean the machine.

Note: Follow the procedure in Job Sheet 2 or the manufacturer's instructions.

- ☐ 15. Return tools and materials to proper storage.

- ☐ 16. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Use and Care of Equipment Unit 3

### Job Sheet 2—Clean a Doughnut Machine

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                           | Rating |
|-----------------------------------------------|--------|
| Doughnut machine properly assembled           | _____  |
| Doughnut machine clean and ready for next use | _____  |
| Safety precautions observed                   | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Doughnut machine  
Filter cone and holder  
Detergent solution

Shortening container  
Gong brush  
Clean cloths

B. Procedure

Note: Follow the manufacturer's directions for doughnut machines. Operation and cleaning procedures vary with the brand and model.

- ☐ 1. Turn the machine off.
- ☐ 2. Unplug the machine.
- ☐ 3. Let the shortening cool.
- ☐ 4. Drain the shortening.
- ☐ 5. Filter the shortening through the filter cone into the shortening container.
- ☐ 6. Remove the conveyor.
- ☐ 7. Take the conveyor to the pot and pan sink.



**Job Sheet 2**

- ☐ 8. Tilt the heater coils back.
- ☐ 9. Remove the fryer tank.
- ☐ 10. Wipe excess shortening from the inside of the kettle.
- ☐ 11. Flush the inside of the kettle with warm shortening.
- ☐ 12. Close the drain valve.
- ☐ 13. Clean the in-feed end of the conveyor with a damp cloth.
- ☐ 14. Lower the coils into the fryer kettle.
- ☐ 15. Fill the fryer with water.
- ☐ 16. Add detergent solution.
- ☐ 17. Connect the power.
- ☐ 18. Turn on the heater.
- ☐ 19. Bring the solution to a boil.
- ☐ 20. Boil for 15 to 20 minutes.
- ☐ 21. Scrub the other machine parts while the solution is boiling.
- ☐ 22. Turn off the heater.
- ☐ 23. Disconnect the power.
- ☐ 24. Allow the detergent solution to cool.
- ☐ 25. Tilt the heater coils back.
- ☐ 26. Wipe the coils with a clean cloth.
- ☐ 27. Drain the cleaning solution.
- ☐ 28. Lower the coils into the fryer.
- ☐ 29. Close the drain.
- ☐ 30. Fill fryer with water.

**Job Sheet 2**

- ☐ 31. Turn on the power.
- ☐ 32. Turn on the heater.
- ☐ 33. Heat to 180 degrees Fahrenheit for 15 minutes.
- ☐ 34. Turn off the heater.
- ☐ 35. Allow the rinse water to cool.
- ☐ 36. Drain the water.
- ☐ 37. Close the drain.
- ☐ 38. Reassemble cleaned machine parts.
- ☐ 39. Cover the cleaned machine.
- ☐ 40. Return tools and materials to proper storage.
- ☐ 41. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Use and Care of Equipment Unit 3

### Job Sheet 3—Operate a Dish Machine

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                           | Rating |
|-----------------------------------------------|--------|
| Dish machine is set up and operating properly | _____  |
| Dinnerware, glassware and flatware clean      | _____  |
| Washed items handled and stored properly      | _____  |
| Sanitation and safety precautions observed    | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Dish machine  
Dirty dishes and flatware  
Detergent

Drying agent  
Dish scraper  
Silverware baskets

B. Procedure

- ☐ 1. Place the scrap trays in the machine.
- ☐ 2. Place the wash arms in the machine.
- ☐ 3. Place the curtains in the machine.
- ☐ 4. Close the drain valves tightly.
- ☐ 5. Open the fill valves.
- ☐ 6. Fill all tanks to the specified level.
- ☐ 7. Shut off the fill valves.
- ☐ 8. Turn on the heat for the tanks.

**Job Sheet 3**

- ☐ 9. Turn on the dish machine motor and electronic equipment.
- ☐ 10. Add detergent to the proper reservoir.
- ☐ 11. Add drying agent to the proper reservoir.

Note: Most dish machines are equipped with a buzzer that sounds when detergent needs to be replaced.

- ☐ 12. Allow water to reach optimum temperatures.

Note: Do not begin to wash dishes until all temperatures are correct.

- Prewash — 100 to 120 degrees Fahrenheit
- Wash — 155 to 170 degrees Fahrenheit
- Power rinse — 165 to 180 degrees Fahrenheit
- Final rinse — 180 to 195 degrees Fahrenheit

- ☐ 13. Change the water in the tanks every 2 to 4 hours.
- ☐ 14. Scrape food soil from the plates and other dishes.

Note: The dish machine is not a waste disposer.

- ☐ 15. Sort and stack the soiled dishes.
- ☐ 16. Place dishes of the same size together on racks.
- ☐ 17. Place cups, glasses, and bowls upside down in racks.

Note: Do not stack dishes on top of each other.

- ☐ 18. Soak flatware for 15 to 20 minutes.
- ☐ 19. Wash flatware in flat rack, then sort, and place in silverware baskets with handles down.
- ☐ 20. Wash flatware a second time in the silverware baskets.
- ☐ 21. Invert flatware into baskets without touching eating ends.
- ☐ 22. Allow the dishes to air dry.

**Job Sheet 3**

- ☐ 23. Tilt glass racks to drain any excess water.
- ☐ 24. Remove the clean dishes from the racks and stack them in proper storage area.

Note: Do not touch any part of the dish that will be touched with food.

- ☐ 25. Check to see that flatware is clean, dry, and free from spots.
- ☐ 26. Turn off the machine motor and heaters.
- ☐ 27. Return tools and equipment to proper storage.
- ☐ 28. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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## Use and Care of Equipment Unit 3

### Job Sheet 4—Clean a Dish Machine

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                       | Rating |
|-------------------------------------------|--------|
| Dish machine assembled properly           | _____  |
| Dish machine clean and ready for next use | _____  |
| Safety precautions observed               | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment, tools and materials**

Dish machine  
Detergent  
Scale remover  
Spray attachment

Gong brush  
Squeegee  
Clean towels or cloths  
Stainless steel cleanser

**B. Procedure for cleaning after each meal**

- ☐ 1. Pull out the scrap trays.
- ☐ 2. Remove the curtains.
- ☐ 3. Clean the trays with a brush.
- ☐ 4. Run the trays and curtains through the dish machine.
- ☐ 5. Turn off the dish machine.
- ☐ 6. Scrub down the dish tables.
- ☐ 7. Rinse the dish tables.
- ☐ 8. Squeegee the dish tables.

**Job Sheet 4**

- ☐ 9. Drain the machine.
- ☐ 10. Scrub the tanks with a brush while it is draining.
- ☐ 11. Hose down the inside of the machine.
- ☐ 12. Clean the outside of the detergent dispenser.
- ☐ 13. Clean the outside of the machine.
- ☐ 14. Fill the tanks.
- ☐ 15. Replace the scrap trays and curtains.

Note: After the last meal of the day, do not fill the tanks and do not replace the curtains until the next use.

C. Procedure for weekly cleaning

- ☐ 1. Follow steps **B1** through **B15**.
- ☐ 2. Remove the wash arms.
- ☐ 3. Clean the wash arms free of foreign material.
- ☐ 4. Replace the wash arms.
- ☐ 5. Remove the rinse jets.
- ☐ 6. Remove any lime or iron deposits from the rinse jets.
- ☐ 7. Turn off the detergent dispenser.
- ☐ 8. Turn off the final rinse.
- ☐ 9. Fill the machine.
- ☐ 10. Add detergent or scale remover solution to each tank.
- ☐ 11. Run the machine for 45 minutes.
- ☐ 12. Drain the machine.
- ☐ 13. Scrub all of the tanks.

**Job Sheet 4**

- ☐ 14. Hose down the machine.
- ☐ 15. Replace the rinse jets.
- ☐ 16. Wipe all stainless steel equipment.
- ☐ 17. Clean the detergent dispenser.
- ☐ 18. Clean the exterior of the machine with hot water.
- ☐ 19. Wipe dry the exterior of the machine.
- ☐ 20. Clean the exterior of the machine with stainless steel cleanser.
- ☐ 21. Turn on the detergent dispenser.
- ☐ 22. Turn on the final rinse.
- ☐ 23. Return tools and equipment to proper storage.
- ☐ 24. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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**Use and Care of Equipment**  
**Unit 3**

**Job Sheet 5—Operate a Waste Disposer**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                              | Rating |
|--------------------------------------------------|--------|
| Wet garbage thoroughly ground up and disposed of | _____  |
| Ungrindable foods were not fed to unit           | _____  |
| Disposer clean and ready for next use            | _____  |
| Safety precautions observed                      | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Waste disposer  
Wet garbage  
Detergent

B. Procedure

- ☐ 1. Press the "ON" switch.

Note: The water will come on automatically. If the water does not come on, turn the machine off immediately.

- ☐ 2. Feed garbage gradually into the mouth of the disposer.

**Caution: Keep fingers and hands out of the unit.**

## Job Sheet 5

- ☐ 3. Feed only items that can be readily ground up.

Note: Do not feed such things as bones, cobs, coffee grounds or shortening.

**Caution: Do not overload the unit.**

- ☐ 4. Run the unit for 5 minutes after the grinding stops.
- ☐ 5. Clean the unit.
- a. Turn the switch to the "OFF" position.
- b. Wash the unit exterior with mild detergent.
- ☐ 6. Return tools and equipment to proper storage.
- ☐ 7. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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## Use and Care of Equipment Unit 3

### Job Sheet 6—Operate a Mixer

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                             | Rating |
|-------------------------------------------------|--------|
| Proper agitator selected                        | _____  |
| Mixer stopped when scraping down sides of bowl  | _____  |
| Ingredients mixed to degree specified in recipe | _____  |
| Sanitation and safety precautions observed      | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Mixer  
Agitator  
Food to be mixed

B. Procedure

- ☐ 1. Place a mixing bowl of the desired size into position on the mixer.
- ☐ 2. Lock the back catch.
- ☐ 3. Lock the bowl pin on each side.
- ☐ 4. Lower the bowl to the lowest level on the slideway.
- ☐ 5. Select the proper agitator.
  - a. Use a flat beater for general mixing, mixing batters, or whipping potatoes (Figure 1).

Note: Do not use a flat beater for heavy doughs.

## Job Sheet 6

Figure 1



- b. Use a wire whip to incorporate air into light mixtures or for other light and fast operations (Figure 2).

Figure 2



- c. Use a dough hook for yeast raised doughs, including breads and rolls (Figure 3).

## Job Sheet 6

Figure 3



- d. Use a pastry knife to combine shortening with flour, and to mix biscuits, pie crusts and shortcakes (Figure 4).

Figure 4



- ☐ 6. Slip the agitator onto the shaft.
- ☐ 7. Lock the agitator in place.
- ☐ 8. Lift the bowl into position.

Note: The agitator should not touch the bottom of the bowl. If it does, adjust the bowl position, then proceed.

- ☐ 9. Lower the bowl.
- ☐ 10. Select the desired speed.
- ☐ 11. Place the food to be mixed in the bowl.

## Job Sheet 6

- ☐ 12. Raise the bowl back to mixing position.
- ☐ 13. Push the motor start button.
- ☐ 14. Stop the machine before scraping down the sides of the bowl.

**Caution: Never place your hand or any utensil in the mixing bowl during mixing.**

- ☐ 15. Turn the motor off when mixing is complete.
- ☐ 16. Lower the bowl.

Note: Do not lower the bowl until the agitator motion has completely stopped.

- ☐ 17. Remove the agitator.
- ☐ 18. Remove the food from the bowl.

Note: If wheels are available, the bowl may be lowered to the wheels and taken to the preparation area.

- ☐ 19. Clean the mixer.

Note: Follow the procedure in Job Sheet 7 or the manufacturer's directions.

- ☐ 20. Return tools and materials to proper storage.
- ☐ 21. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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\_\_\_\_\_

## Use and Care of Equipment Unit 3

### Job Sheet 7—Clean a Mixer

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criterion                          | Rating |
|-----------------------------------------------|--------|
| Mixer thoroughly clean and ready for next use | _____  |
| Safety precautions observed                   | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

Mixer with agitator  
Gong brush  
Clean cloths  
Detergent solution

B. Procedure

- ☐ 1. Turn the machine off and remove the plug from the outlet.
- ☐ 2. Remove the bowl.
- ☐ 3. Remove the agitator.
- ☐ 4. Take the bowl and agitator to the pot and pan sink for cleaning.
- ☐ 5. Clean the bowl and agitator in detergent solution using a gong brush.
- ☐ 6. Rinse the bowl and agitator.
- ☐ 7. Let the bowl and agitator air dry.
- ☐ 8. Scrub the beater shaft.
- ☐ 9. Scrub the bowl saddle.

**Job Sheet 7**

- ☐ 10. Scrub the base.

Note: If the mixer has a removable saddle apron cover plate and metal ring, clean behind them daily.

- ☐ 11. Wipe off suds and food particles with a cloth and hot clean water.

- ☐ 12. Dry the mixer with a clean cloth.

- ☐ 13. Return tools and materials to proper storage.

- ☐ 14. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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## Use and Care of Equipment Unit 3

### Job Sheet 8—Operate a Slicer

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                           | Rating |
|---------------------------------------------------------------|--------|
| Rhythmic motion used (manual slicer)                          | _____  |
| Product sliced to proper size and accurate weight for serving | _____  |
| Sanitation and safety precautions observed                    | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Slicer  
Portion scale  
Food to be sliced

B. Procedure

**Caution: Disconnect the power cord before beginning.**

- ☐ 1. Place the chute on the slide carriage.
- ☐ 2. Tighten the bolts or thumbscrews finger tight.
- ☐ 3. Place the center plate in position.
- ☐ 4. Place the large knife guard in position.
- ☐ 5. Place the food on the chute and cover with the holder.
- ☐ 6. Move the arm to check for free movement.

## Job Sheet 8

- ☐ 7. Adjust the thickness control indicator to the correct number for the desired thickness.

Note: Keep food in the center of the carrier.

- ☐ 8. Connect the power cord.
- ☐ 9. Turn the machine on.
- ☐ 10. Slice 2 to 3 slices of the product.
- ☐ 11. Turn the machine off.

**Caution: Do not place hands near the food being sliced or near the food holder until blade action has completely stopped.**

- ☐ 12. Examine the sliced food for proper size and weigh it for accurate weight.
- ☐ 13. Readjust the thickness indicator if necessary.
- ☐ 14. Turn the machine on.
- ☐ 15. Slice the desired number of portions of the product.

Note: Manual machines must be pushed with a rhythmic motion.

**Caution: Never leave an automatic carriage slicer unattended.**

- ☐ 16. Turn the machine off.
- ☐ 17. Turn the thickness control indicator back to zero.
- ☐ 18. Disconnect the power cord.

**Caution: Never use a slicer when the knife guard is not in position. Always keep hands and utensils away from the blade when the unit is operating. Keep the plug out of the socket when the unit is not in operation. Always check to see that the knife guard is in place before putting the plug in the socket.**

**Job Sheet 8**

- ☐ 19. Clean the slicer.

Note: Follow the procedure in Job Sheet 9 or the manufacturer's directions.

- ☐ 20. Return tools and materials to proper storage.

- ☐ 21. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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## Use and Care of Equipment Unit 3

### Job Sheet 9—Clean a Slicer

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                 | Rating |
|-------------------------------------|--------|
| Slicer clean and ready for next use | _____  |
| Safety precautions observed         | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Slicer  
Detergent solution  
Sanitizing solution  
Clean cloths

B. Procedure

Note: Clean the slicer after each use.

- ☐ 1. Turn off the machine.
- ☐ 2. Remove the electric cord from the socket.
- ☐ 3. Set the thickness control indicator to zero.
- ☐ 4. Turn the knob at the bottom of the carriage to remove the meat carriage.
- ☐ 5. Loosen the knob at the center of the blade to remove the top blade guard.
- ☐ 6. Take the removed parts to the pot and pan sink.
- ☐ 7. Scrub the parts in detergent solution.
- ☐ 8. Rinse the parts.

## Job Sheet 9

- ☐ 9. Let the parts air dry.
- ☐ 10. Wash the blade and the machine shell.

**Caution: The blade is exposed, so proceed with care.**

Note: Use a cloth folded to several thicknesses when cleaning the blade.

- ☐ 11. Rinse the blade.
- ☐ 12. Sanitize the blade according to the directions on the sanitizing solution container.
- ☐ 13. Allow the blade to air dry.
- ☐ 14. Replace the front blade guard immediately after cleaning the shell.

**Caution: Never leave the blade exposed longer than necessary.**

- ☐ 15. Tighten the blade guard knob.
- ☐ 16. Replace the meat carriage.
- ☐ 17. Tighten the meat carriage knob.
- ☐ 18. Set the thickness control indicator to zero.
- ☐ 19. Return tools and materials to proper storage.
- ☐ 20. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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## Use and Care of Equipment Unit 3

### Job Sheet 10—Operate a Deep Fat Fryer

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                        | Rating |
|--------------------------------------------|--------|
| Safety precautions observed                | _____  |
| Food fried to uniform doneness             | _____  |
| Food free from excess grease               | _____  |
| Pieces not stuck together                  | _____  |
| Sanitation and safety precautions observed | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment, tools and materials**

Deep fat fryer  
Shortening for fryer

Note: Cooking oil may be substituted for shortening.

Serving pan with perforated insert  
Tongs  
Food to be deep fat fried

**B. Procedure**

- ☐ 1. Close the shortening outlet.
- ☐ 2. Fill the fryer with shortening to the fill level line indicator.
- ☐ 3. Turn the heat source on.
- ☐ 4. Set the thermostat to 250 degrees Fahrenheit.

## Job Sheet 10

- ☐ 5. Allow the shortening to melt.

Note: This will take approximately 10 minutes.

- ☐ 6. Set the thermostat to the desired temperature for the type of food to be fried.

**Caution: Do not heat the shortening above 400 degrees Fahrenheit.**

- ☐ 7. Fill the fry basket no more than two-thirds full with food of uniform size.
- ☐ 8. Allow foods that have been freshly battered to drain before frying.
- ☐ 9. Submerge the basket slowly into the hot shortening.

**Caution: Submerging must be done slowly. Moisture from food, especially frozen food, causes shortening to foam and to bubble.**

- ☐ 10. Shake the basket occasionally if pieces of food tend to stick together.
- ☐ 11. Fry the food for the amount of time specified in the recipe.
- ☐ 12. Hang the basket on the hook or bar to drain for 10 to 15 seconds.
- ☐ 13. Remove the food from the basket.

Note: Pour food out or use tongs.

- ☐ 14. Place the food in a serving pan with a perforated insert.
- ☐ 15. Turn the thermostat down as soon as frying is complete.

Note: During idle periods, the thermostat should be set on 200 degrees Fahrenheit.

- ☐ 16. Return tools and equipment to proper storage.
- ☐ 17. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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## Use and Care of Equipment Unit 3

### Job Sheet 11—Clean a Gas Deep Fat Fryer

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                    | Rating |
|--------------------------------------------------------|--------|
| Deep fat fryer thoroughly clean and ready for next use | _____  |
| Waste fat disposed of properly                         | _____  |
| Safety precautions observed                            | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

|                                        |                         |
|----------------------------------------|-------------------------|
| Gas deep fat fryer                     | Detergent solution      |
| Shortening filter cone and holder      | Long handled gong brush |
| Shortening/cooking oil container       | Clean cloths            |
| Waste shortening/cooking oil container | Large pot               |

B. Procedure for cleaning after each shift

Note: Cooking oil may have been substituted for shortening. Follow the same cleaning procedure.

- ☐ 1. Allow the shortening to cool but not to solidify.
- ☐ 2. Drain and strain the shortening.
  - a. Place the filter cone in its holder over the shortening container.
  - b. Place the shortening container with filter below the drain.
  - c. Open the drain.
  - d. Allow the shortening to drain out.
  - e. Close the drain after all of the shortening has been removed.



**Job Sheet 11**

- ☐ 3. Fill the fryer with detergent solution.
- ☐ 4. Scrub the inside and outside of the unit.
- ☐ 5. Place a large pot below the drain.
- ☐ 6. Open the drain and allow the detergent solution to drain out.
- ☐ 7. Rinse the fryer thoroughly with clean hot water.
- ☐ 8. Wipe the fryer dry.
- ☐ 9. Close the drain.
- ☐ 10. Refill the fryer with strained shortening.
- ☐ 11. Cover the fryer until the next use.

**C. Procedure for cleaning before changing to new shortening**

- ☐ 1. Allow the shortening to cool but not to solidify.
- ☐ 2. Drain the shortening.
- ☐ 3. Dispose of the used shortening in the waste shortening container.
- ☐ 4. Flush the unit thoroughly to remove all sediment.
- ☐ 5. Close the drain.
- ☐ 6. Fill the fryer with detergent solution.
- ☐ 7. Turn on the fryer.
- ☐ 8. Heat to 180 degrees Fahrenheit for 15 minutes.
- ☐ 9. Scrub the inside of the fryer.
- ☐ 10. Place a large pot under the drain.
- ☐ 11. Open the drain.
- ☐ 12. Drain the fryer.
- ☐ 13. Rinse the unit thoroughly

**Job Sheet 11**

- ☐ 14. Empty the pot of detergent solution.
- ☐ 15. Close the drain.
- ☐ 16. Refill the unit with hot water.
- ☐ 17. Brush all inside surfaces of the fryer.
- ☐ 18. Place a large pot under the drain.
- ☐ 19. Open the drain.
- ☐ 20. Drain out the hot water.
- ☐ 21. Rinse the fryer thoroughly.
- ☐ 22. Dry the fryer thoroughly.
- ☐ 23. Empty the pot of rinse water.
- ☐ 24. Close the drain.
- ☐ 25. Fill the unit with new shortening.
- ☐ 26. Cover the fryer.
- ☐ 27. Return tools and materials to proper storage.
- ☐ 28. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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## Use and Care of Equipment Unit 3

### Job Sheet 12—Clean an Electric Deep Fat Fryer

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criterion                                   | Rating |
|--------------------------------------------------------|--------|
| Deep fat fryer thoroughly clean and ready for next use | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

**A. Equipment, tools and materials**

Electric deep fat fryer  
Clean insert  
Shortening filter machine or container with filter  
Gong brush  
Clean cloths  
Detergent solution

**B. Procedure**

Note: Cooking oil may have been substituted for shortening. Follow this procedure after each use.

- ☐ 1. Allow the shortening to cool but not to solidify.
- ☐ 2. Lift the calrod unit from the shortening.
- ☐ 3. Lock the calrod into position.
- ☐ 4. Turn on the fryer to 180 degrees Fahrenheit.

Note: Calrod units are self-cleaning.

- ☐ 5. Drain or pump the shortening from the fryer through a filter into a clean container.
- ☐ 6. Remove the soiled insert from the fryer.

## Job Sheet 12

- ☐ 7. Take the insert to the pot and pan sink.
- ☐ 8. Clean the insert in detergent solution.
- ☐ 9. Rinse the insert and allow it to air dry.
- ☐ 10. Turn off the fryer.
- ☐ 11. Allow the unit to cool.
- ☐ 12. Scrub the outside of the unit.
- ☐ 13. Rinse the outside of the unit and wipe it dry.
- ☐ 14. Place a clean insert into the unit.
- ☐ 15. Lower the calrod unit into the fryer.
- ☐ 16. Replace the filtered shortening or add new shortening as required.
- ☐ 17. Cover the fryer.
- ☐ 18. Return tools and materials to proper storage.
- ☐ 19. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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## Use and Care of Equipment Unit 3

### Job Sheet 13—Use a Steam Table

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criterion                                     | Rating |
|----------------------------------------------------------|--------|
| Food held and served at the recommended safe temperature | _____  |
| Sanitation and safety precautions observed               | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

Steam table  
Water

B. Procedure for a moist heat steam table

- ☐ 1. Close the drain.
- ☐ 2. Add hot water to the desired level.
- ☐ 3. Turn on the heating element.
- ☐ 4. Set the temperature control to the desired level.

**Caution: Check the water level often; do not allow the unit to go dry.**

- ☐ 5. Hold the food at the recommended safe temperature until it has been served.

C. Procedure for a dry heat steam table

- ☐ 1. Turn on the heat source to the desired temperature.

## Job Sheet 13

- ☐ 2. **Do not** add water.

Note: Steam may be used as heat in some dry heat tables. A pan of water is placed in the table well and the food pan is placed in the steam pan.

- ☐ 3. Hold the food at the recommended safe temperature until it has been served.

- ☐ 4. Clean the steam table.

Note: Follow the procedure in Job Sheet 26 or the manufacturer's directions.

- ☐ 5. Return tools and materials to proper storage.

- ☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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\_\_\_\_\_

# **Use and Care of Equipment** **Unit 3**

## **Job Sheet 14—Clean a Steam Table**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criterion                                | Rating |
|-----------------------------------------------------|--------|
| Steam table thoroughly clean and ready for next use | _____  |
| Safety precautions observed                         | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

**A. Equipment, tools and materials**

Steam table  
Gong brush  
Clean cloths  
Detergent solution  
Stainless steel polish

**B. Procedure for an electric steam table**

**Caution: Water must never come in contact with the heating elements.**

- ☐ 1. Turn off the steam table.
- ☐ 2. Scrub the exterior of the wells.
- ☐ 3. Rinse with hot water.
- ☐ 4. Wash the cabinet and containers.
- ☐ 5. Wash the lids to the wells.
- ☐ 6. Replace the containers and lids.

**Job Sheet 14****C. Procedure for a moist well steam table (after each use)**

- ☐ 1. Turn off the heat source.
- ☐ 2. Drain the water.
- ☐ 3. Wash the front and back of the steam table.
- ☐ 4. Wash the top of the steam table.
- ☐ 5. Wipe the steam table dry.

**D. Procedure for a moist well steam table (after the last meal of the day)**

- ☐ 1. Turn off the heat source.
- ☐ 2. Add detergent to the water in the steam well.
- ☐ 3. Scrub the inside of the steam table.
- ☐ 4. Drain the detergent solution.
- ☐ 5. Rinse the steam well.
- ☐ 6. Wipe the surrounding frame.
- ☐ 7. Wash the well covers.
- ☐ 8. Rinse the well covers.
- ☐ 9. Wash the front and back of the steam table.
- ☐ 10. Rinse the front and back.
- ☐ 11. Wipe all surfaces dry.
- ☐ 12. Polish as needed.

Note: In areas with hard water, steam tables should be delimed weekly.

- ☐ 13. Return tools and equipment to proper storage.



**Job Sheet 14**

- ☐ 14. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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## Use and Care of Equipment Unit 3

### Job Sheet 15—Operate a Conventional Oven

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                         | Rating |
|-------------------------------------------------------------|--------|
| Oven preheated to desired temperature before inserting food | _____  |
| Pans evenly spaced in oven                                  | _____  |
| Food cooked to desired doneness                             | _____  |
| Sanitation and safety precautions observed                  | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment, tools and materials**

Conventional oven  
Pan of food to be cooked  
Oven mitt or pot holder

**B. Procedure**

Note: This procedure is written for a gas oven. Begin with step 2 for an electric oven.

- ☐ 1. Turn the temperature control switch to medium or high.
- ☐ 2. Turn the thermostat to the desired temperature.
- ☐ 3. Allow the oven to preheat to the desired temperature.
- ☐ 4. Place the food in the oven only when the proper temperature has been reached.

Note: The temperature should be checked with an accurate internal oven thermometer.

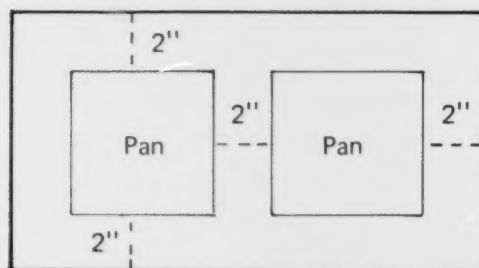
- ☐ 5. Load the oven evenly (Figure 1).

## Job Sheet 15

- a. Pans should be 2 inches away from the door.
- b. Pans should be 2 inches away from each other.
- c. Pans should be 2 inches away from the walls of the oven.

**Caution: Do not rest heavy pans on the open oven door.**

Figure 1



- ☐ 6. Cook the food as directed in the recipe.

Note: Follow the recipe for cooking time and testing for doneness.

- ☐ 7. Remove the cooked food from the oven.

**Caution: Use an oven mitt or pot holder.**

- ☐ 8. Turn off the oven.
- ☐ 9. Return tools and materials to proper storage.
- ☐ 10. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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## Use and Care of Equipment Unit 3

### Job Sheet 16—Clean a Conventional Oven

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criterion                         | Rating |
|----------------------------------------------|--------|
| Oven thoroughly clean and ready for next use | _____  |
| Safety precautions observed                  | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

Conventional oven  
Long handled metal scraper  
Long handled brush  
Gong brush

Clean cloths  
Detergent solution  
Stainless steel polish

B. Procedure for daily cleaning

- ☐ 1. Turn off oven; allow the oven to cool.
- ☐ 2. Remove the shelves from the oven.
- ☐ 3. Take the shelves to the pot and pan sink.
- ☐ 4. Wash the shelves.
- ☐ 5. Allow the shelves to air dry.
- ☐ 6. Scrape any burned particles from the inside of the oven.
- ☐ 7. Brush out the inside of the oven.
- ☐ 8. Replace the shelves.
- ☐ 9. Wash the outside of the oven door.

## Job Sheet 16

- ☐ 10. Wash the outside of the frame.
- ☐ 11. Rinse the washed areas.
- ☐ 12. Wipe all surfaces dry.

## C. Procedure for weekly cleaning

- ☐ 1. Turn off the oven; allow the oven to cool.
- ☐ 2. Remove the shelves.
- ☐ 3. Take the shelves to the pot and pan sink.
- ☐ 4. Scrub the shelves.
- ☐ 5. Rinse the shelves.
- ☐ 6. Allow the shelves to air dry.
- ☐ 7. Scrape any burned particles from the inside of the oven.
- ☐ 8. Brush out the inside of the oven.
- ☐ 9. Brush the shelf ledges.
- ☐ 10. Brush the door crevices.
- ☐ 11. Scrub the inside of the oven.
- ☐ 12. Scrub the shelf ledges.
- ☐ 13. Scrub the inside and outside of the door.
- ☐ 14. Scrub the oven frame.
- ☐ 15. Rinse the inside and outside of the oven.
- ☐ 16. Wipe the outside of the oven dry.
- ☐ 17. Wipe on stainless steel polish.
- ☐ 18. Replace the shelves.
- ☐ 19. Return tools and equipment to proper storage.

## Job Sheet 16

- ☐ 20. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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## Use and Care of Equipment Unit 3

### Job Sheet 17—Operate a Convection Oven

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                  | Rating |
|------------------------------------------------------|--------|
| Oven preheated to desired temperature before loading | _____  |
| Pans evenly placed in oven                           | _____  |
| Food cooked to desired doneness                      | _____  |
| Safety precautions observed                          | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment, tools and materials**

Convection oven  
Pan of food to be cooked  
Oven mitt or pot holder

**B. Procedure**

- ☐ 1. Turn the master switch on.
- ☐ 2. Turn the thermostat to the desired temperature.
- ☐ 3. Allow the oven to reach the desired temperature.

Note: Check the temperature with an internal oven thermometer.

- ☐ 4. Place the pan of food in the oven.
- ☐ 5. Load the oven evenly (Figure 1).

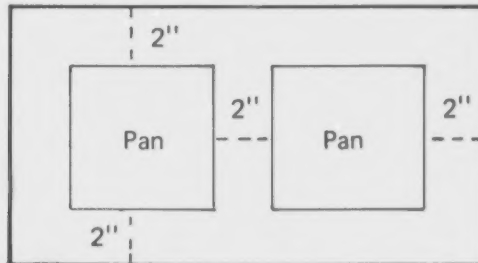
Note: Overloading the oven can cause uneven cooking.

- a. Pans should be 2 inches away from the door.

## Job Sheet 17

- b. Pans should be 2 inches away from each other.
- c. Pans should be 2 inches away from the walls of the oven.

Figure 1



- ☐ 6. Cook the food as directed in the recipe.

Note: Convection ovens cook more quickly than conventional ovens; recipes for conventional ovens will need lower temperatures—decrease by 25 to 50 degrees Fahrenheit, and less time—decrease by one-third.

- ☐ 7. Remove the cooked food from the oven.

**Caution: Use an oven mitt or pot holder.**

- ☐ 8. Turn the master switch off.
- ☐ 9. Return tools and materials to proper storage.
- ☐ 10. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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## Use and Care of Equipment Unit 3

### Job Sheet 18—Clean a Convection Oven

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criterion                         | Rating |
|----------------------------------------------|--------|
| Oven thoroughly clean and ready for next use | _____  |
| Safety precautions observed                  | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

**A. Equipment, tools and materials**

|                            |                        |
|----------------------------|------------------------|
| Convection oven            | Gong brush             |
| Long handled metal scraper | Detergent solution     |
| Long handled brush         | Stainless steel polish |
| Clean cloth                |                        |

**B. Procedure for daily cleaning**

- ☐ 1. Turn off the oven.
- ☐ 2. Allow the oven to cool.
- ☐ 3. Remove the shelves from the oven.
- ☐ 4. Take the shelves to the pot and pan sink.
- ☐ 5. Scrub the shelves in detergent solution.
- ☐ 6. Rinse the shelves and allow them to air dry.
- ☐ 7. Scrape any burned particles from the inside of the oven.
- ☐ 8. Brush out the inside of the oven.
- ☐ 9. Brush the shelf ledges and the door crevices.

**Job Sheet 18**

- ☐ 10. Replace the shelves.
- ☐ 11. Wash the outside of the door.
- ☐ 12. Wash the outside of the frame.
- ☐ 13. Rinse the washed areas.
- ☐ 14. Wipe all surfaces dry.

**C. Procedure for weekly cleaning**

- ☐ 1. Turn off the oven; allow the oven to cool.
- ☐ 2. Remove the shelves and side racks.
- ☐ 3. Take the shelves and side racks to the pot and pan sink.
- ☐ 4. Scrub the shelves and side racks.
- ☐ 5. Rinse the shelves and side racks.
- ☐ 6. Allow the shelves and side racks to air dry.
- ☐ 7. Scrape any burned particles from the inside of the oven.
- ☐ 8. Brush out the inside of the oven.
- ☐ 9. Brush the door crevices.
- ☐ 10. Scrub the inside of the oven.
- ☐ 11. Scrub the inside and outside of the oven door.
- ☐ 12. Scrub the frame.
- ☐ 13. Rinse the inside and outside of the oven door.
- ☐ 14. Replace the clean side racks and shelves.
- ☐ 15. Wipe the outside of the oven dry.
- ☐ 16. Polish the outside with stainless steel polish.
- ☐ 17. Return tools and materials to proper storage.

## Job Sheet 18

- ☐ 18. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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## Use and Care of Equipment Unit 3

### Job Sheet 19—Operate a Microwave Oven

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                        | Rating |
|--------------------------------------------|--------|
| Food cooked in microwave safe dish         | _____  |
| Food cooked to desired doneness            | _____  |
| Sanitation and safety precautions observed | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment, tools and materials**

Microwave oven  
Microwave safe cooking dish  
Food to be cooked  
Oven mitt or pot holder

**B. Procedure**

**Caution: Before using microwave oven, read manufacturer's suggested operation for the particular type of oven.**

- ☐ 1. Place food no more than 3 inches deep in the cooking dish.

Note: Use only microwave safe cooking containers of such materials as paper, glass, or plastic. Sealed pouches should have vent holes to allow for the escape of steam.

**Caution: Metal should not be used in the cooking cavity. Sparks or fire may occur.**

- ☐ 2. Open the door.

## Job Sheet 19

- ☐ 3. Place the food in the oven.
- ☐ 4. Close the door.
- ☐ 5. Set the timer.
- ☐ 6. Cook the food according to the recipe.

Note: When using a microwave oven, the operator should follow time guides as specified in a microwave cookbook. Microwave ovens are used for thawing, heating to room temperature, cooking to an edible temperature, and precooking. To equalize the cooking of food, liquid or semi-liquid food should be stirred during the cooking process. In some ovens the timer will have to be reset if the door is opened. For casseroles and foods that splatter easily, a paper towel should be placed on top of the food container.

- ☐ 7. Remove the food when cooking is complete.

**Caution: An oven mitt or pot holder may be necessary, especially if food has been allowed to stand.**

- ☐ 8. Clean the microwave oven.

Note: Follow the procedure in Job Sheet 32.

- ☐ 9. Return tools and equipment to proper storage.
- ☐ 10. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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\_\_\_\_\_

# **Use and Care of Equipment** **Unit 3**

## **Job Sheet 20—Clean a Microwave Oven**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| <b>Evaluation criterion</b>                            | <b>Rating</b> |
|--------------------------------------------------------|---------------|
| Microwave oven thoroughly clean and ready for next use | _____         |
| Safety precautions observed                            | _____         |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

### **A. Equipment, tools and materials**

Microwave oven  
Clean cloths  
Paper towels  
Mild detergent solution

### **B. Procedure**

- ☐ 1. Turn off the oven.
- ☐ 2. Let the oven cool, if necessary.
- ☐ 3. Remove the trays.
- ☐ 4. Remove the splatter shield.
- ☐ 5. Wash the trays and splatter shield in mild detergent solution.
- ☐ 6. Rinse the trays and splatter shield.
- ☐ 7. Wipe the trays and splatter shield dry.
- ☐ 8. Wipe the inside of the oven with paper towels to remove any spills.
- ☐ 9. Wash the inside of the oven with mild detergent solution.

## Job Sheet 20

- ☐ 10. Rinse the inside of the oven.
- ☐ 11. Wipe the inside of the oven dry.
- ☐ 12. Replace the trays and splatter shield.
- ☐ 13. Wash the inside of the door with mild detergent solution.
- ☐ 14. Inspect the door area for dents or cracks in the seal.

**Caution: Notify instructor if any dents or cracks are found as they will allow microwave leakage.**

- ☐ 15. Rinse the inside of the door.
- ☐ 16. Wipe all cleaned surfaces dry.
- ☐ 17. Return tools and materials to proper storage.
- ☐ 18. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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# Use and Care of Equipment Unit 3

## Job Sheet 21—Operate a Rotary Toaster

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criterion                                           | Rating |
|----------------------------------------------------------------|--------|
| Bread toasted to desired degree as indicated by pleasing color | _____  |
| Safety precautions observed                                    | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

### A. Equipment, tools and materials

Rotary toaster  
Pastry brush  
Bread  
Margarine or butter  
Serving pan

### B. Procedure

Note: Steps 3 through 5 are for gas models only.

- ☐ 1. Set the thermostat to five.
- ☐ 2. Turn the switch on allowing basket rotation to begin.
- ☐ 3. Insert a lighted match into the lighter hole.
- ☐ 4. Open the gas valve.
- ☐ 5. Inspect the flames.

Note: The front and back flames should be the same size and as large as possible without yellow tips.

- ☐ 6. Preheat the toaster for 10 to 15 minutes.



## Job Sheet 21

- ☐ 7. Run two slices of bread through the toaster.
- ☐ 8. Adjust the thermostat if necessary.
- ☐ 9. Run the desired number of bread slices through the toaster.

**Caution: If toast gets stuck in a basket, do not stick a knife in the unit. Let the unit run. Eventually the toast will fall out or burn and break into parts and the parts will fall out.**

- ☐ 10. Brush butter or margarine on the toast.
- ☐ 11. Stack finished toast slices in the serving pan.
- ☐ 12. Turn off the toaster.
- ☐ 13. Return tools and materials to proper storage.
- ☐ 14. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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\_\_\_\_\_

## Use and Care of Equipment Unit 3

### Job Sheet 22—Clean a Rotary Toaster

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criterion                                   | Rating |
|--------------------------------------------------------|--------|
| Rotary toaster thoroughly clean and ready for next use | _____  |
| Safety precautions observed                            | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

**A. Equipment, tools and materials**

Rotary toaster  
Small stiff-bristled brush  
Clean cloths  
Detergent solution

**B. Procedure**

- ☐ 1. Turn off the heat source.
- ☐ 2. Leave baskets rotating while allowing the rotary toaster to cool.
- ☐ 3. Turn the basket rotation switch off and disconnect the power when cool.
- ☐ 4. Remove the slanted toast guide.
- ☐ 5. Remove the crumb tray at the bottom of the toaster.
- ☐ 6. Brush all dry crumbs from the guide, tray, and surrounding table top.
- ☐ 7. Wash the toaster frame with a clean cloth dipped in detergent solution.
- ☐ 8. Wash the area under the toaster.
- ☐ 9. Wash the guide, tray, and surrounding table top.

**Job Sheet 22**

- ☐ 10. Rinse all areas with a clean damp cloth.
- ☐ 11. Wipe the toaster frame and parts dry.
- ☐ 12. Replace the toast guide and the crumb tray.
- ☐ 13. Return tools and materials to proper storage.
- ☐ 14. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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\_\_\_\_\_

## Use and Care of Equipment Unit 3

### Job Sheet 23—Operate Coffee Equipment

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                           | Rating |
|-----------------------------------------------|--------|
| Coffee has good flavor (not bitter) and color | _____  |
| Coffee has pleasing aroma                     | _____  |
| Coffee is fresh                               | _____  |
| Safety precautions observed                   | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Urn coffee maker  
Automatic drip coffee maker  
Coffee basket  
Coffee filters  
Coffee

B. Procedure for an urn coffee maker

- ☐ 1. Fill the urn with fresh water.
- ☐ 2. Turn on the heater to heat the water.
- ☐ 3. Allow the water to reach a temperature between 193 and 197 degrees Fahrenheit.
- ☐ 4. Rinse out the urn with fresh hot water.
- ☐ 5. Add premeasured coffee to the filter basket.
- ☐ 6. Spread the coffee evenly in the filter basket.

## Job Sheet 23

- ☐ 7. Place the basket on top of the urn.
- ☐ 8. Turn on the water over the coffee or pour boiling water over the coffee.
- ☐ 9. Remove the grounds as soon as the water has gone through the basket.

Note: Failure to remove the grounds may cause the coffee to become bitter.

- ☐ 10. Remove one gallon of the freshly brewed coffee.
- ☐ 11. Pour the coffee into the urn.
- ☐ 12. Check the holding temperature to make sure that it is correct.

Note: The outside jacket should be 190 degrees Fahrenheit and the brew should be 185 degrees Fahrenheit.

- ☐ 13. Clean the coffee maker after each use.
  - a. Lift the cover.
  - b. Remove the filter.
  - c. Empty the grounds in the designated area.
  - d. Drain the urn.
  - e. Close the drain.
  - f. Rinse the drain and the urn.
  - g. Drain the rinse water.
  - h. Close the drain.

- ☐ 14. Make more coffee as needed.

C. Procedure for an automatic drip coffee maker

- ☐ 1. Place a filter in the filter basket.
- ☐ 2. Add premeasured coffee to the filter basket.
- ☐ 3. Place the filter basket in place.

## Job Sheet 23

- ☐ 4. Push the "on" button.
- ☐ 5. Remove the grounds upon completion of brewing.

Note: Failure to remove the grounds may cause the coffee to become bitter.

- ☐ 6. Check the holding temperature to make sure that it is correct.

Note: The correct serving temperature is 180 degrees Fahrenheit.

- ☐ 7. Clean the filtering unit.
  - a. Dump the filter and coffee grounds in the designated area.
  - b. Rinse the unit with hot water.
  - c. Let the unit air dry.

- ☐ 8. Make more coffee as needed.
- ☐ 9. Return tools and materials to proper storage.
- ☐ 10. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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\_\_\_\_\_

## Use and Care of Equipment Unit 3

### Job Sheet 24—Clean an Urn Coffee Maker

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criterion                                 | Rating |
|------------------------------------------------------|--------|
| Coffee maker thoroughly clean and ready for next use | _____  |
| Sanitation and safety precautions observed           | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

Coffee urn  
Long handled gong brush  
Gauge brush  
Clean cloth  
Detergent solution  
Urn cleaner

B. Procedure

- ☐ 1. Close the drain.
- ☐ 2. Partially fill the urn with hot water.
- ☐ 3. Scrub the urn.
- ☐ 4. Drain the urn.
- ☐ 5. Flush the urn with hot water.
- ☐ 6. Clean the glass gauge with a gauge brush.
  - a. Remove the nut at the top of the tube.
  - b. Insert the brush with urn cleaner.

**Job Sheet 24**

c. Plunge up and down with the brush.

d. Rinse the gauge.

- ☐ 7. Partially fill the urn with water; leave until the next service.
- ☐ 8. Wipe the outside of urn.
- ☐ 9. Scrub the drain.
- ☐ 10. Scrub the urn stand.
- ☐ 11. Wipe all parts of the urn dry.
- ☐ 12. Leave the urn open until the next use.
- ☐ 13. Return tools and equipment to proper storage.
- ☐ 14. Clean the work area.

Evaluator's comments: \_\_\_\_\_  
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\_\_\_\_\_



## Use and Care of Equipment Unit 3

### Job Sheet 25—Operate a Range

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                             | Rating |
|-------------------------------------------------|--------|
| Food cooked on range top according to recipe    | _____  |
| Food cooked on burner grids according to recipe | _____  |
| Safety precautions observed                     | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

#### A. Equipment, tools and materials

Range  
Stock pot  
Skillet  
Recipe  
Food to be cooked

#### B. Procedure for using the range top

Note: The uses for a range top are varied; simmering, stewing, holding, and warming are the most common uses.

- ☐ 1. Preheat the range top to the desired temperature.
- ☐ 2. Place the food in the stock pot.
- ☐ 3. Place the stock pot on the range top.
- ☐ 4. Cook the food as directed in the recipe.
- ☐ 5. Remove the stock pot from the range.
- ☐ 6. Turn off the range top.

## Job Sheet 25

- ☐ 7. Clean up any spills.

C. Procedure for using the burner grids.

Note: Frying, sauteing, and braising are the most common cooking methods performed on burners.

- ☐ 1. Place a skillet on the burner grid.

- ☐ 2. Place the food in the skillet.

Note: Coat the skillet with oil or shortening if specified in the recipe.

- ☐ 3. Regulate the burner to the desired temperature according to the recipe.

- ☐ 4. Cook the food according to the recipe.

- ☐ 5. Remove the skillet from the burner grid.

- ☐ 6. Turn off the heat.

- ☐ 7. Wipe up any spills or splatters.

- ☐ 8. Return tools and equipment to proper storage.

- ☐ 9. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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\_\_\_\_\_

# **Use and Care of Equipment** **Unit 3**

## **Job Sheet 26—Clean a Range**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criterion                            | Rating |
|-------------------------------------------------|--------|
| Range thoroughly cleaned and ready for next use | _____  |
| Safety precautions observed                     | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

### **A. Equipment, tools and materials**

Range  
Gong brush  
Skillet  
Clean cloths

Scraper  
Detergent solution  
Stainless steel polish

### **B. Procedure**

Note: The range should be cleaned daily.

- ☐ 1. Allow the range to cool.
- ☐ 2. Loosen all burned particles with a scraper.
- ☐ 3. Scrub the top of the range with detergent solution.

Note: Use only a very small amount of water on the range top.

- ☐ 4. Clean the back of the range top.
- ☐ 5. Rinse the cleaned areas.
- ☐ 6. Wipe all surfaces dry.
- ☐ 7. Remove the burner grids from the top of the range.

## Job Sheet 26

- ☐ 8. Take the grids to the pot and pan sink.
- ☐ 9. Scrub the grids in detergent solution.
- ☐ 10. Rinse the grids.
- ☐ 11. Wipe the grids dry.
- ☐ 12. Replace the burner grids on top of the range.
- ☐ 13. Scrub the outside of the range; front, back, and sides.
- ☐ 14. Rinse the cleaned areas.
- ☐ 15. Wipe all outside surfaces dry.
- ☐ 16. Polish all trim with stainless steel polish.
- ☐ 17. Return tools and materials to proper storage.
- ☐ 18. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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\_\_\_\_\_

## Use and Care of Equipment Unit 3

### Job Sheet 27—Operate a Broiler

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                                    | Rating |
|------------------------------------------------------------------------|--------|
| Meat cooked at proper setting                                          | _____  |
| Grid located correct distance from heat for desired degree of doneness | _____  |
| Meat cooked to desired doneness                                        | _____  |
| Sanitation and safety precautions observed                             | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Broiler  
Brush  
Spatula or tongs  
Pot holders

Cooking oil  
Meat to be broiled  
Waste fat container

B. Procedure

- ☐ 1. Preheat the broiler for approximately 15 minutes before using it.
- ☐ 2. Adjust the temperature control to the desired temperature.
- ☐ 3. Coat the grid with cooking oil to prevent sticking if necessary.
- ☐ 4. Place the meat on the grid using a spatula or tongs.

Note: Allow excess marinade or juices to drain before placing the food on the grid.

## Job Sheet 27

- ☐ 5. Locate the grid at the proper position for broiling according to the degree of doneness desired.

Note: This is a skill that comes with experience; distances given are approximate.

- a. Rare — One to two inches from the heat
- b. Medium — Three to four inches from the heat
- c. Well done — Four inches from the heat

Note: If meat is to be cooked well done, it should be cooked slower and longer.

- ☐ 6. Broil the meat on one side for half of the cooking time.

Note: The meat should be browned.

- ☐ 7. Season the meat on the cooked side.
- ☐ 8. Turn the meat and brown it on the other side.
- ☐ 9. Remove the meat from the grid when cooked to the desired degree of doneness.
- ☐ 10. Turn off the broiler.
- ☐ 11. Empty the grease into the waste fat container.
- ☐ 12. Return tools and equipment to proper storage.
- ☐ 13. Clean the work area.

Evaluator's comments: \_\_\_\_\_

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\_\_\_\_\_

## Use and Care of Equipment Unit 3

### Job Sheet 28—Clean a Broiler

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                       | Rating |
|-----------------------------------------------------------|--------|
| Broiler properly assembled so grid will roll out and lock | _____  |
| Broiler thoroughly clean and ready for next use           | _____  |
| Sanitation and safety precautions observed                | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment, tools and materials**

Broiler  
Long handled scraper  
Waste fat container

Gong brush  
Clean cloths  
Detergent solution

**B. Procedure**

- ☐ 1. Turn off the broiler.
- ☐ 2. Allow the broiler to cool.
- ☐ 3. Remove the grid.
  - a. Pull the lift lever to the left.
  - b. Move the grid to the lowest position.
  - c. Lift the grid up and out.
- ☐ 4. Take the grid to the pot and pan sink.
- ☐ 5. Soak the grid in detergent solution.
- ☐ 6. Scrape any burned particles from the sides of the broiler.

## Job Sheet 28

- ☐ 7. Remove the grease tray.
- ☐ 8. Empty the grease into the proper container.
- ☐ 9. Take the grease tray to the pot and pan sink.
- ☐ 10. Scrub the broiler grid and the grease tray.
- ☐ 11. Rinse the grid and grease tray.
- ☐ 12. Allow the grid and grease tray to air dry.
- ☐ 13. Wash the inside of the broiler.
- ☐ 14. Wash the outside and top of the broiler.
- ☐ 15. Rinse the inside, outside, and top of the broiler.
- ☐ 16. Wipe all areas dry.
- ☐ 17. Replace the grease tray.
- ☐ 18. Replace the grid.
- ☐ 19. Lock the grid into position.
- ☐ 20. Test the grid to see if it will roll out and lock.
- ☐ 21. Push the grid back into the broiler unit.
- ☐ 22. Return tools and equipment to proper storage.
- ☐ 23. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



## Use and Care of Equipment Unit 3

### Job Sheet 29—Operate a Grill

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                        | Rating |
|--------------------------------------------|--------|
| Food cooked to proper doneness             | _____  |
| Food has good eye appeal                   | _____  |
| Sanitation and safety precautions observed | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment, tools and materials**

Grill  
Long handled spatula or tongs  
Cooking oil or shortening  
Food to be grilled

**B. Procedure**

- ☐ 1. Turn on and preheat the grill.
- ☐ 2. Coat the grill with a thin film of cooking oil or shortening to season the surface.
- ☐ 3. Allow the oil to remain on the grill for two minutes.
- ☐ 4. Wipe the surplus oil from the grill.
- ☐ 5. Set the grill to the desired temperature.
- ☐ 6. Place the food items on the grill surface according to the recipe.

Note: Even rows with working space between the food items will allow for ease in cooking.

**Job Sheet 29**

- ☐ 7. Cook the food according to the recipe directions.

Note: Use a long handled spatula or tongs for turning foods. Be careful of splattering grease when turning foods. Scrape drippings into the grease trap between each load.

- ☐ 8. Remove the cooked food from the grill.

- ☐ 9. Turn off the grill.

- ☐ 10. Clean the grill.

Note: Follow the procedure in Job Sheet 30 or the manufacturer's directions.

- ☐ 11. Return tools and equipment to proper storage.

- ☐ 12. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Use and Care of Equipment Unit 3

### Job Sheet 30—Clean a Grill

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criterion                          | Rating |
|-----------------------------------------------|--------|
| Grill thoroughly clean and ready for next use | _____  |
| Sanitation and safety precautions observed    | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

**A. Equipment, tools and materials**

|                       |                         |
|-----------------------|-------------------------|
| Grill                 | Cooking oil             |
| Grill brick or screen | Waste grease receptacle |
| Flexible spatula      | Detergent solution      |
| Clean cloths          |                         |

**B. Procedure**

- ☐ 1. Turn off the grill.
- ☐ 2. Let the grill cool.
- ☐ 3. Remove the grease trap.
- ☐ 4. Empty the grease into the waste grease receptacle.
- ☐ 5. Replace the grease trap.
- ☐ 6. Scrape loose food particles into the grease trap.
- ☐ 7. Turn the grill to "low".
- ☐ 8. Rub the grill with a pumice stone, grill brick, or grill screen.

Note: Rub with the grain of the metal.

## Job Sheet 30

- ☐ 9. Scrape the loosened particles into the grease trap.  
Note: Be sure to remove all dust particles left by the grill brick.
- ☐ 10. Clean the grill with a damp cloth.  
Note: Do not forget to clean the sides and back of the grill.
- ☐ 11. Remove the grease trap.
- ☐ 12. Empty the collected particles into the trash can.
- ☐ 13. Take the grease trap to the pot and pan sink.
- ☐ 14. Wash the grease trap in detergent solution.
- ☐ 15. Rinse the grease trap.
- ☐ 16. Let the grease trap air dry.
- ☐ 17. Replace the grease trap.
- ☐ 18. Season the grill.
  - a. Place a small amount of cooking oil on a clean cloth.
  - b. Rub the grill with the oiled cloth.Note: Rub with the grain of the grill.
- ☐ 19. Return tools and materials to proper storage.
- ☐ 20. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# **Use and Care of Equipment** **Unit 3**

## **Job Sheet 31—Use Platform Scales**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                 | Rating |
|-------------------------------------|--------|
| Correct weight of food obtained     | _____  |
| Scales immediately locked after use | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment, tools and materials**

Platform scales  
Food to be weighed

**B. Procedure**

- ☐ 1. Turn lock to allow the scales to move freely.
- ☐ 2. Place the food to be weighed on the platform.
- ☐ 3. Read the weight of the food on the indicator dial.

Note: Add weights to the counterbalance hook if needed.

- ☐ 4. Add to or remove from the amount of food on the platform to obtain a specific amount for a recipe.
- ☐ 5. Remove the food from the scales.
- ☐ 6. Lock the scales immediately.

Note: Platform scales should never be left unlocked.

- ☐ 7. Return tools and equipment to proper storage.

## Job Sheet 31

- ☐ 8. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Use and Care of Equipment Unit 3

### Job Sheet 32—Clean a Work Table

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                               | Rating |
|-------------------------------------------------------------------|--------|
| Work table thoroughly cleaned outside and in drawers              | _____  |
| Clean utensils returned to proper storage in drawers for next use | _____  |
| Sanitation and safety precautions observed                        | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Work table  
Scraper  
Gong brush  
Clean dry cloths  
Detergent solution  
Sanitizing solution

B. Procedure

Note: Thoroughly clean the work table once a week. Follow steps 1 through 8 to clean the table throughout the day and at the end of the day.

- ☐ 1. Scrape the table top.
- ☐ 2. Remove all scrapings into a waste container.
- ☐ 3. Scrub the top and sides of the table.
- ☐ 4. Rinse the scrubbed areas.
- ☐ 5. Sanitize the table top.
- ☐ 6. Let the table top air dry.

**Job Sheet 32**

- ☐ 7. Wipe the sides of the table.
- ☐ 8. Wipe the shelf.
- ☐ 9. Remove all utensils from the drawers.
- ☐ 10. Remove the drawers from the table.
- ☐ 11. Take the drawers to the pot and pan sink.
- ☐ 12. Scrub the drawers inside and out.
- ☐ 13. Rinse the drawers.
- ☐ 14. Dry the drawers.
- ☐ 15. Wipe the drawer frames.
- ☐ 16. Rinse the drawer frames and wipe them dry.
- ☐ 17. Return the drawers to the table.
- ☐ 18. Put clean utensils back into the drawers.
- ☐ 19. Return tools and materials to proper storage.
- ☐ 20. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



## Use and Care of Equipment Unit 3

### Job Sheet 33—Clean a Can Opener

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                              | Rating |
|--------------------------------------------------|--------|
| Can opener thoroughly cleaned and double checked | _____  |
| Can opener reassembled for next use              | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Can opener  
Brush  
Clean cloths  
Detergent solution  
Sanitizing solution

B. Procedure

**Caution: This piece of equipment is one of the most frequent causes of food contamination. Use special care when cleaning it.**

- ☐ 1. Remove the can opener from the base plate.
- ☐ 2. Take the can opener to the pot and pan sink.
- ☐ 3. Scrub the blade and all parts.

**Caution: Pay close attention to the area behind the blades.**

- ☐ 4. Rinse the can opener.
- ☐ 5. Allow the can opener to air dry on a clean surface.

## Job Sheet 33

- ☐ 6. Inspect the can opener for cleanliness.

Note: Reclean any areas that are suspect.

- ☐ 7. Sanitize food contact surfaces according to the directions on the sanitizing solution container.

- ☐ 8. Scrub the base plate attached to the table.

- ☐ 9. Rinse the base plate.

- ☐ 10. Replace the can opener on the base plate.

Note: The blade and other parts may be removed from electric can openers for cleaning.

- ☐ 11. Return tools and materials to proper storage.

- ☐ 12. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Use and Care of Equipment Unit 3

### Job Sheet 34—Operate a Blender/Food Processor

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                         | Rating |
|---------------------------------------------|--------|
| Food processed to degree desired for recipe | _____  |
| Lid on at all times when operating machine  | _____  |
| Sanitation and safety precautions observed  | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment, tools and materials**

Blender or food processor  
Rubber scraper  
Food to be processed

**B. Procedure**

- ☐ 1. Follow the manufacturer's instructions for assembling the food container and agitator.
- ☐ 2. Place the food container on the base.
- ☐ 3. Place the substances to be processed in the food container.

Note: Consult the manufacturer's instructions for food items which can and cannot be processed in the food container.

- ☐ 4. Place the lid on the food container.
- ☐ 5. Secure the lid.
- ☐ 6. Connect the power cord.
- ☐ 7. Turn on the switch.

## Job Sheet 34

- ☐ 8. Select the desired speed according to the recipe.

Note: The speed may be changed without stopping the machine.

- ☐ 9. Turn off the switch when the ingredients are of the desired consistency.

- ☐ 10. Remove the food container from the base and empty the contents using a rubber scraper.

- ☐ 11. Clean the blender/food processor.

Note: Follow the procedure in Job Sheet 35 or the manufacturer's directions.

- ☐ 12. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Use and Care of Equipment Unit 3

### Job Sheet 35—Clean a Blender/Food Processor

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criterion                            | Rating |
|-------------------------------------------------|--------|
| Machine thoroughly clean and ready for next use | _____  |
| Sanitation and safety precautions observed      | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

**A. Equipment, tools and materials**

Blender or food processor  
Clean cloths  
Detergent solution

**B. Procedure**

- ☐ 1. Unplug the machine.
- ☐ 2. Remove the food container from the base.
- ☐ 3. Take the food container to the pot and pan sink.
- ☐ 4. Disassemble the food container and agitator following the manufacturer's directions.
- ☐ 5. Wash the food container, agitator, and lid in detergent solution.
- ☐ 6. Rinse all parts thoroughly.
- ☐ 7. Allow the machine parts to air dry.

## Job Sheet 35

- ☐ 8. Wipe the machine base with a damp cloth.

**Caution: Do not submerge the machine base in water.**

- ☐ 9. Polish the machine with a dry cloth.
- ☐ 10. Return tools and materials to proper storage.
- ☐ 11. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Use and Care of Equipment Unit 3

### Job Sheet 36—Clean a Milk Dispenser

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                                                  | Rating |
|--------------------------------------------------------------------------------------|--------|
| Milk dispenser thoroughly cleaned and sanitized                                      | _____  |
| Milk dispenser allowed to cool to optimum safe temperature before new milk installed | _____  |
| Sanitation and safety precautions observed                                           | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment, tools and materials**

Milk dispenser  
Clean container  
Clean cloths

Detergent solution  
Sanitizing solution  
Stainless steel polish

**B. Procedure**

- ☐ 1. Disconnect the power supply.
- ☐ 2. Place a clean container under the dispensing tube.
- ☐ 3. Open the valve.
- ☐ 4. Tip the milk carton forward.
- ☐ 5. Drain the remainder of milk from the dispenser.

Note: Refrigerate the milk immediately to prevent spoilage.

- ☐ 6. Remove the tube from the valve.

## Job Sheet 36

- ☐ 7. Clean the valve.
  - a. Wash with soapy water.
  - b. Rinse.
  - c. Sanitize.
  - d. Allow to air dry.
- ☐ 8. Remove the milk carton from the dispenser.
- ☐ 9. Sanitize the handle.
- ☐ 10. Leave the cabinet door open.
- ☐ 11. Clean the interior of the dispenser.
  - a. Wash with soapy water.
  - b. Rinse.
  - c. Wipe dry.
  - d. Close the door.
- ☐ 12. Clean the exterior of the dispenser.
  - a. Wash with soapy water.
  - b. Rinse.
  - c. Wipe dry.
  - d. Polish with stainless steel polish.
- ☐ 13. Reconnect the power supply.
- ☐ 14. Wait one hour to allow the dispenser to achieve optimum refrigeration.
- ☐ 15. Install new milk carton.

**Caution: Never allow milk to stand in the dispensing tubes.**



**Job Sheet 36**

- ☐ 16. Return tools and materials to proper storage.
- ☐ 17. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Standard Recipe Use Unit 4**

### **Objective Sheet**

#### **Unit Objective**

After completing this unit, the student should be able to organize food preparation and adjust recipes to desired yield. The student should demonstrate these competencies by completing the assignment sheets, and by scoring a minimum of 85 percent on the written test.

#### **Specific Objectives**

After completing this unit, the student should be able to:

1. Match terms related to standard recipe use with their correct definitions.
2. Complete reasons for using a standardized recipe.
3. Select contents of a standard recipe.
4. Arrange in order the steps to follow when using a standard recipe.
5. Write abbreviations of weights and measures used in standard recipes.
6. Complete equivalents of weights and measures used in standard recipes.
7. Match common can sizes with their equivalents.
8. List reasons for accurate weighing and measuring.
9. Select true statements concerning reasons for substitutions in standard recipes.
10. Complete reasons for using a conversion table when adjusting standard recipes.
11. Convert weights and measures used in a standard recipe.
12. Adjust the yield on a standard recipe.
13. Select reasons for checking recipe calculations.
14. Complete statements concerning procedures for assembling supplies.
15. List ways to coordinate the use of needed equipment.
16. Arrange in order steps for organizing work.

**Objective Sheet**

17. Complete statements concerning methods of work simplification.
18. Select true statements concerning guidelines for timing food preparation.
19. Convert weights and measures using a conversion table. (Assignment Sheet 1)
20. Reduce a recipe. (Assignment Sheet 2)
21. Increase a recipe. (Assignment Sheet 3)
22. Analyze a work situation. (Assignment Sheet 4)

## **Standard Recipe Use Unit 4**

### **Suggested Activities**

#### **Instructional Plan**

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation for enrichment of exceptional students as well as accommodation of special needs students.
4. Make transparency from the transparency master included with this unit. This appears in the teacher guide only and is designed to be used with the following objective:

TM 1—Contents of a Standard Recipe (Objective 3)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.
6. Review instruction for evaluating student performance and make copies of unit evaluation form.
7. Provide students with unit of instruction. Discuss unit and specific objectives.
8. Discuss the assignment sheets. Review criteria for evaluation of these activities.
9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.
10. Make copies of the written test.
11. Give written test.
12. Compile assignment sheet ratings and written test scores on the unit evaluation form.
13. Reteach and retest as required.

## Suggested Activities

### Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Review basic math skills that will be used to convert weights and measures and to adjust the yield on recipes. Skill area: **math**.
2. Have students complete Student Supplement 1 to assess their knowledge of contents of a **standard** recipe.
3. Have a restaurant cook come to class to discuss why standardized recipes are the best way to achieve consistent flavor and texture of foods. Skill area: **listening**.
4. Demonstrate proper weighing and measuring techniques.
5. Provide a complete conversion table for class use.
6. Provide a weight and measure equivalent table of commonly used foods for the class.
7. Demonstrate the steps for organizing work and methods of work simplification.
8. Have students discuss how organizing work and working "smart" can benefit the employer and co-workers. Skill areas: **oral communication, listening, problem solving, and organizational effectiveness**.
9. As an optional activity arrange a field trip to a local fast-food restaurant so students can watch food preparation using standardized recipes. Have students use Assignment Sheet 4 to evaluate what they have seen. Skill areas: **problem solving and organizational effectiveness**.

### Resources Used in Developing This Unit

1. Gibson, Leroy. *Food Production, Management, and Services: Production*, 1st and 2nd ed. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983 and 1992.
2. Shugart, Grace and Mary Molt. *Food for Fifty*, 8th Ed. New York: John Wiley and Sons, Inc., 1989.
3. West, B., L. Wood, V. Harger, and G. Shugart. *Food Service in Institutions*, 5th Ed. New York: John Wiley and Sons, Inc., 1977.

## Suggested Activities

### Suggested Supplemental Resources

1. FNIA Department, Oklahoma State University. *Food Preparation Manual*, 6th Ed. Dubuque, IA: Kendall Hunt Publishing Co., 1977.
2. *Occupational Food Service Education*. Fennimore, WI: Southwest Wisconsin Vocational Technical Institute, 1975.

**Standard Recipe Use  
Unit 4**

**Answers to Assignment Sheets**

**Assignment Sheet 1**

1.   a.    2 qts. =  $\frac{1}{2}$  gal.  
      b.    4 pts. = 2 qts.  
      c.    4 c. = 1 qt.
2.   a.    18 oz. = 1 lb. 2 oz.  
      b.     $1\frac{1}{2}$  lb. = 1 lb. 8 oz.  
      c.     $31\frac{1}{2}$  oz. = 1 lb.  $15\frac{1}{2}$  oz.  
      d.    2 lb.

**Assignment Sheet 2**

1.   1 lb.
2.    $3\frac{1}{2}$  c. = 1 pt. +  $1\frac{1}{2}$  c.
3.    $3\frac{1}{4}$  qt. = 3 qts. + 1 c.
4.    $1\frac{1}{2}$  oz.
5.   2 qt. =  $\frac{1}{2}$  gal.
6.   5 lb.

**Assignment Sheet 3**

1.    $2\frac{1}{2}$  qt. =  $\frac{1}{2}$  gal. + 1 pt.
2.   8 oz. =  $\frac{1}{2}$  lb.
3.   4 oz. =  $\frac{1}{4}$  lb.
4.   24 oz. =  $1\frac{1}{2}$  lb. or 1 lb. 8 oz.
5.   6 oz.
6.   2 c. = 1 pt.
7.   8 lb. 24 oz. = 9 lb. 8 oz. or  $9\frac{1}{2}$  lb.

**Assignment Sheet 4**—Evaluated according to criteria listed on the assignment sheet.

## Standard Recipe Use Unit 4

### Answers to Written Test

1. 

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| a. | 17 | g. | 1  | m. | 2  | s. | 20 |
| b. | 11 | h. | 5  | n. | 7  | t. | 15 |
| c. | 4  | i. | 9  | o. | 18 | u. | 19 |
| d. | 22 | j. | 21 | p. | 6  | v. | 24 |
| e. | 16 | k. | 23 | q. | 10 | w. | 13 |
| f. | 3  | l. | 12 | r. | 8  | x. | 14 |
2. 

|    |             |
|----|-------------|
| a. | Production  |
| b. | Quality     |
| c. | Consistency |
| d. | Production  |
3. a, b, d, f, h
4. 

|    |   |    |   |    |   |
|----|---|----|---|----|---|
| a. | 6 | d. | 4 | g. | 3 |
| b. | 9 | e. | 8 | h. | 5 |
| c. | 2 | f. | 1 | i. | 7 |
5. 

|    |             |
|----|-------------|
| a. | oz.         |
| b. | lb. or #    |
| c. | t. or tsp.  |
| d. | T. or Tbsp. |
| e. | C. or c.    |
| f. | pt.         |
| g. | qt.         |
| h. | gal.        |
6. 

|    |    |    |    |
|----|----|----|----|
| a. | 3  | d. | 2  |
| b. | 16 | e. | 4  |
| c. | 2  | f. | 16 |
7. 

|    |   |    |   |
|----|---|----|---|
| a. | 3 | d. | 5 |
| b. | 2 | e. | 1 |
| c. | 4 |    |   |
8. 

|    |                       |
|----|-----------------------|
| a. | To control quantity   |
| b. | To control quality    |
| c. | To save time          |
| d. | To prevent food waste |
9. a, c, d



### Answers to Written Test

10. a. Equivalent  
b. Calculations  
c. Raw  
d. Time
11. a. 9  
b.  $1\frac{1}{2}$   
c. 6  
d. 1
12. a. 8 pt. = 4 qt. = 1 gal.  
b. 16 qt. = 4 gal.  
c. 16 c. = 8 pt. = 4 qt. = 1 gal.  
d. 24 qt. = 6 gal.
13. b, c, d
14. a. Supplies  
b. Storeroom  
c. Perishable  
d. Area
15. a. Collect all needed small equipment.  
b. Arrange for the use of large equipment.
16. a. 6                      e. 5  
b. 3                      f. 2  
c. 1                      g. 4  
d. 7
17. a. Motions  
b. Productive  
c. Simple  
d. Comfortable  
e. Efficient  
f. Normal  
g. Orderly
18. b, d

## Standard Recipe Use Unit 4

### Written Test

Name \_\_\_\_\_

Score \_\_\_\_\_

1. Match the terms on the right with their correct definitions.

- |          |                                                                           |                         |
|----------|---------------------------------------------------------------------------|-------------------------|
| _____ a. | The number and size of servings                                           | 1. Adjusting            |
| _____ b. | Equal in quantity or value                                                | 2. Fluid ounce          |
| _____ c. | Product being prepared                                                    | 3. Ingredients          |
| _____ d. | To make larger                                                            | 4. Name                 |
| _____ e. | The step by step directions in a recipe                                   | 5. Quality              |
| _____ f. | Food, spices, and flavorings to be combined to produce a specific product | 6. Standardized         |
| _____ g. | Changing or altering to fit what is needed                                | 7. Substitute           |
| _____ h. | The established proper characteristics of the product                     | 8. Yield                |
| _____ i. | As purchased amounts by weight or measure                                 | 9. AP                   |
| _____ j. | To change or exchange for something equal in value                        | 10. Recipe              |
| _____ k. | To obtain a specific amount of food by volume                             | 11. Equivalent          |
| _____ l. | A quantity less than a whole                                              | 12. Fraction            |
| _____ m. | A liquid measure of one ounce                                             | 13. Notes               |
| _____ n. | Something used in place of another item                                   | 14. Standardized recipe |
| _____ o. | The exact amount of ingredients needed                                    | 15. EP                  |
|          |                                                                           | 16. Method              |
|          |                                                                           | 17. Portion             |
|          |                                                                           | 18. Quantity            |
|          |                                                                           | 19. Reduce              |

### Written Test

- |         |                                                                                                                     |              |
|---------|---------------------------------------------------------------------------------------------------------------------|--------------|
| _____p. | Uniform; something that does not vary                                                                               | 20. Utensils |
| _____q. | A list of ingredients and instructions for preparing a certain product                                              | 21. Convert  |
| _____r. | The quantity or amount the recipe will produce                                                                      | 22. Increase |
| _____s. | Tools or instruments needed to produce the recipe                                                                   | 23. Measure  |
| _____t. | Edible portion by weight or measure                                                                                 | 24. Weigh    |
| _____u. | To lessen in any way, as in size, weight, or amount                                                                 |              |
| _____v. | To determine a specific amount of food by using scales                                                              |              |
| _____w. | Suggestions for variations in uses, substitutions, or methods in the recipe when appropriate                        |              |
| _____x. | A recipe that has been tested to be of good quality, and if followed exactly, will give the same product every time |              |
2. Complete reasons for using a standardized recipe by circling the correct words.
- a. To eliminate guesswork in (measuring, production).
  - b. To establish standards of (color, quality).
  - c. To establish (consistency, flavor) of products.
  - d. To control (production, costs).
3. Select contents of a standard recipe by placing an "X" in each appropriate blank.
- \_\_\_\_\_a. Name
  - \_\_\_\_\_b. Quantity
  - \_\_\_\_\_c. Wide range in number of portions
  - \_\_\_\_\_d. Utensils

### Written Test

- \_\_\_\_\_ e. Safety instructions
  - \_\_\_\_\_ f. Method of preparation
  - \_\_\_\_\_ g. Portion adjustments
  - \_\_\_\_\_ h. Notes
4. Arrange in order the steps to follow when using a standard recipe by numbering from 1 to 9.
- \_\_\_\_\_ a. Collect any needed hand tools and utensils and check to see if other equipment needed will be available.
  - \_\_\_\_\_ b. Follow the method steps in order.
  - \_\_\_\_\_ c. Review the terms and abbreviations used in the recipe.
  - \_\_\_\_\_ d. Recheck calculations if the recipe was adjusted.
  - \_\_\_\_\_ e. Weigh or measure each ingredient listed in the recipe before proceeding.
  - \_\_\_\_\_ f. Read the recipe through once carefully.
  - \_\_\_\_\_ g. Check the amount the recipe yields.
  - \_\_\_\_\_ h. Assemble all of the necessary ingredients.
  - \_\_\_\_\_ i. Check the time required for preparation and plan so that the product will be finished at the proper time.
5. Write the correct abbreviations for the following weights and measures used in standard recipes.
- a. Ounce = \_\_\_\_\_
  - b. Pound = \_\_\_\_\_
  - c. Teaspoon = \_\_\_\_\_
  - d. Tablespoon = \_\_\_\_\_
  - e. Cup = \_\_\_\_\_
  - f. Pint = \_\_\_\_\_
  - g. Quart = \_\_\_\_\_
  - h. Gallon = \_\_\_\_\_

### Written Test

6. Complete the following equivalents of weights and measures used in standard recipes.

- a. 1 tablespoon = \_\_\_\_\_ teaspoons
- b. 1 cup = \_\_\_\_\_ tablespoons
- c. 1 pint = \_\_\_\_\_ cups
- d. 1 quart = \_\_\_\_\_ pints
- e. 1 gallon = \_\_\_\_\_ quarts
- f. 1 pound = \_\_\_\_\_ ounces

7. Match common can sizes on the right with their equivalents.

- |                                                                                                                                                          |                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| _____ a. Contains 1 pound, 13 ounces (1 quart, 10 fluid ounces) or product; yields approximately $3\frac{1}{2}$ cups; four of these equals 1 No. 10 can. | 1. No. 3              |
| _____ b. Contains 1 pound (15 fluid ounces) of product; yields approximately 2 cups.                                                                     | 2. No. 303            |
| _____ c. Contains 6 pounds, 9 ounces (3 quarts): Yields approximately 12 cups                                                                            | 3. No. $2\frac{1}{2}$ |
| _____ d. Contains 1 pound, 4 ounces (1 pint, 2 fluid ounces) or product; yields approximately $2\frac{1}{2}$ cups; five of these equals 1 No. 10 can.    | 4. No. 10             |
| _____ e. Contains 46 ounces (1 quart, 14 fluid ounces); yields approximately $5\frac{3}{4}$ cups; two of these equals 1 No. 10 can.                      | 5. No. 2              |

8. List reasons for accurate weighing and measuring.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

### Written Test

9. Select true statements concerning reasons for substitutions in standard recipes by placing an "X" in each appropriate blank.
- \_\_\_\_\_ a. To cut down on cost
  - \_\_\_\_\_ b. To decrease food value
  - \_\_\_\_\_ c. To make use of surplus food
  - \_\_\_\_\_ d. To take the place of an ingredient that is not on hand
10. Complete the following reasons for using a conversion table when adjusting standard recipes by circling the correct words.
- a. To obtain (equivalent, standard) weights and measures.
  - b. To obtain accurate figures for (pricing, calculations).
  - c. To obtain AP or EP weight and measure of (raw, cooked) foods.
  - d. To save (money, time).
11. Convert the following weights and measures if 1 ounce of ingredient equals 3 tablespoons (1 oz. = 3 T.).
- a. 3 oz. = \_\_\_\_\_ T.
  - b.  $\frac{1}{2}$  oz. = \_\_\_\_\_ T.
  - c. \_\_\_\_\_ oz. = 18 T.
  - d. \_\_\_\_\_ oz. =  $\frac{1}{3}$  T.
12. Adjust the following recipe amounts by increasing the yield from 100 portions to 400 portions and convert to the largest practical weight or measure.
- a. 2 pt. = \_\_\_\_\_
  - b. 4 qt. = \_\_\_\_\_
  - c. 4 c. = \_\_\_\_\_
  - d. 6 qt. = \_\_\_\_\_

### Written Test

13. Select reasons for checking recipe calculations by placing an "X" in each appropriate blank.
- \_\_\_\_\_ a. Calculation errors may occur when recipe is photocopied.
  - \_\_\_\_\_ b. Inaccurate recipes cause production problems.
  - \_\_\_\_\_ c. Calculation errors may occur when recipe is retyped.
  - \_\_\_\_\_ d. Calculation errors may occur when recipe is converted.
14. Complete the following statements concerning procedures for assembling supplies.
- a. Use a tray or cart to assemble \_\_\_\_\_.
  - b. Make one trip to the \_\_\_\_\_ for dry goods.
  - c. Make one trip to the cooler for \_\_\_\_\_ foods.
  - d. Roll food bins to the \_\_\_\_\_ of preparation.
15. List two ways to coordinate the use of needed equipment.
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
16. Arrange in order the following steps for organizing work by numbering from 1 to 7.
- \_\_\_\_\_ a. Coordinate the use of needed equipment.
  - \_\_\_\_\_ b. Know the reasons for and contents of a standard recipe.
  - \_\_\_\_\_ c. Know and observe safety and sanitation rules.
  - \_\_\_\_\_ d. Allot a reasonable time for carrying out required duties or assignments.
  - \_\_\_\_\_ e. Follow the procedure for assembling supplies.
  - \_\_\_\_\_ f. Understand the duties or assignments given.
  - \_\_\_\_\_ g. Check calculations if the recipe was adjusted.

### Written Test

17. Complete the following statements concerning methods of work simplification by circling the correct words.
- a. Work with rhythmic, smooth flowing (motives, motions).
  - b. Arrange motions so that both hands are (productive, idle) at the same time.
  - c. Keep hand and body motions few, short, and (simple, complicated).
  - d. Maintain (constant, comfortable) working positions and conditions.
  - e. Arrange the placement of materials and equipment for an (efficient, inept) sequence of motions.
  - f. Work in your (normal, coworker's) work area when possible.
  - g. Store materials in an (awkward, orderly) manner.
18. Select true statements concerning guidelines for timing food preparation by placing an "X" in each appropriate blank.
- \_\_\_\_\_ a. Prepare foods that require the longest production time last.
  - \_\_\_\_\_ b. Avoid preparing foods so far in advance that the quality is lost.
  - \_\_\_\_\_ c. Organize the work schedule so that the same amount of time can be given to each item.
  - \_\_\_\_\_ d. Complete the preparation of all foods at the time they are required.

\*Permission to duplicate this test is granted.



**Standard Recipe Use  
Unit 4**

**Unit Evaluation Form**

Student Name \_\_\_\_\_ Unit Rating \_\_\_\_\_

Assignment Sheet 1—Convert Weights and Measures Using a  
Conversion Table Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Assignment Sheet 2—Reduce a Recipe Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Assignment Sheet 3—Increase a Recipe Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Assignment Sheet 4—Analyze a Work Situation Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Written Test Scores**

Pretest \_\_\_\_\_ Posttest \_\_\_\_\_ Other \_\_\_\_\_

Other \_\_\_\_\_  
\_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

\*Permission to duplicate this form is granted.

# Contents of a Standard Recipe

**Name:** Spaghetti Sauce

**Yield:** 1 gallon

**Portion:** 30 servings, 4 oz. each

**Utensils:** French knife, sauté pan, spoon, saucepot

| Ingredients                 | Quantity     | Method                                                                                                     |
|-----------------------------|--------------|------------------------------------------------------------------------------------------------------------|
| Olive oil                   | ½ cup        | 1. Sauté onions in olive oil for about 10 minutes, stirring frequently.                                    |
| Onions, chopped             | 1 lb.        |                                                                                                            |
| Beef, ground                | 2 lb.        | 2. Remove onions to saucepot.                                                                              |
| Tomatoes, crushed           | 1 No. 10 can |                                                                                                            |
| Tomato purée                | 2 qt.        | 3. In same pan, sauté ground beef.                                                                         |
| Garlic powder               | 1 Tbsp.      |                                                                                                            |
| Sweet basil leaves, crushed | 2 Tbsp.      | 4. Pour off grease and add beef to saucepot.                                                               |
| Oregano leaves, crushed     | 2 Tbsp.      |                                                                                                            |
| Bay leaves, whole           | 3            | 5. Place all remaining ingredients in saucepot. Stir and simmer, at or below 200° Fahrenheit, for 4 hours. |
|                             |              | 6. Salt and pepper to taste and hold for service.                                                          |

**Notes:** Serve over spaghetti.

## Standard Recipe Use Unit 4

### Information Sheet

#### 1. Terms and definitions

- a. **Adjusting** — Changing or altering to fit what is needed
- b. **AP** — As purchased amounts by weight or measure
- c. **Convert** — To change or exchange for something equal in value
- d. **EP** — Edible portion by weight or measure
- e. **Equivalent** — Equal in quantity or value
- f. **Fluid ounce** — A liquid measure of one ounce
- g. **Fraction** — A quantity less than a whole
- h. **Increase** — To make larger
- i. **Ingredients** — Food, spices, and flavorings to be combined to produce a specific product
- j. **Measure** — To obtain a specific amount of food by volume
- k. **Method** — The step by step directions in a recipe
- l. **Name** — Product being prepared
- m. **Notes** — Suggestions for variations in uses, substitutions, or methods in the recipe when appropriate
- n. **Portion** — The number and size of servings
- o. **Quality** — The established proper characteristics of the product
- p. **Quantity** — The exact amount of ingredients needed
- q. **Recipe** — A list of ingredients and instructions for preparing a certain product
- r. **Reduce** — To lessen in any way, as in size, weight, or amount
- s. **Standardized** — Uniform; something that does not vary

### Information Sheet

- t. **Standardized recipe** — A recipe that has been tested to be of good quality, and if followed exactly, will give the same product every time
  - u. **Substitute** — Something used in place of another item
  - v. **Utensils** — Tools or instruments needed to produce the recipe
  - w. **Weigh** — To determine a specific amount of food by using scales
  - x. **Yield** — The quantity or amount the recipe will produce
2. **Reasons for using a standardized recipe**
- a. To eliminate guess work in production
  - b. To establish standards of quality
  - c. To establish consistency of products
  - d. To control production
3. **Contents of a standard recipe**

Figure 1

**Name:** Spaghetti Sauce

**Yield:** 1 gallon

**Portion:** 30 servings, 4 oz. each

**Utensils:** French knife, sauté pan, spoon, saucepot

| Ingredients                 | Quantity     | Method                                                                                                     |
|-----------------------------|--------------|------------------------------------------------------------------------------------------------------------|
| Olive oil                   | ½ cup        | 1. Sauté onions in olive oil for about 10 minutes, stirring frequently.                                    |
| Onions, chopped             | 1 lb.        |                                                                                                            |
| Beef, ground                | 2 lb.        | 2. Remove onions to saucepot.                                                                              |
| Tomatoes, crushed           | 1 No. 10 can | 3. In same pan, sauté ground beef.                                                                         |
| Tomato purée                | 2 qt.        |                                                                                                            |
| Garlic powder               | 1 Tbsp.      | 4. Pour off grease and add beef to saucepot.                                                               |
| Sweet basil leaves, crushed | 2 Tbsp.      |                                                                                                            |
| Oregano leaves, crushed     | 2 Tbsp.      | 5. Place all remaining ingredients in saucepot. Stir and simmer, at or below 200° Fahrenheit, for 4 hours. |
| Bay leaves, whole           | 3            | 6. Salt and pepper to taste and hold for service.                                                          |

**Notes:** Serve over spaghetti.

### Information Sheet

- a. Name
- b. Yield
- c. Portion
- d. Utensils
- e. Ingredients

Note: Ingredients should be presented in the form and order in which they will be used.

- f. Quantity

Note: Quantity is stated by weight, measure, or count, using standard abbreviations.

- g. Method of preparation

Note: Preliminary steps, such as preheating the oven, should be listed at the beginning of the methods; the steps should be specific.

- h. Notes

#### 4. Steps to follow when using a standard recipe

- a. Read the recipe through once carefully.
- b. Review the terms and abbreviations used in the recipe.

Note: If any are unfamiliar, find their meanings before you go on.

- c. Check the amount the recipe yields.

Note: If the recipe yields the desired amount, then proceed with the recipe; if the recipe does not yield the desired amount increase or decrease the recipe as needed.

- d. Recheck calculations if the recipe was adjusted.
- e. Assemble all of the necessary ingredients.

Note: This ensures that all of the ingredients are available in the required amounts.

### Information Sheet

- f. Collect any needed hand tools and utensils and check to see if other equipment needed will be available.

Note: If the oven requires preheating, turn it on and set the temperature now.

- g. Check the time required for preparation and plan so that the product will be finished at the proper time.
- h. Weigh or measure each ingredient listed in the recipe before proceeding.
- i. Follow the method steps in order.

#### 5. Abbreviations for weights and measures used in standard recipes

- a. Ounce — oz.
- b. Pound — lb. or #
- c. Teaspoon — t. or tsp.
- d. Tablespoon — T. or Tbsp.
- e. Cup — C. or c.
- f. Pint — pt.
- g. Quart — qt.
- h. Gallon — gal.

#### 6. Equivalents of weights and measures used in standard recipes

Note: Weights and measures of liquid and dry ingredients can vary. If in doubt, use a conversion table. This will prevent errors and thus ensure a quality product.

- a. 1 tablespoon = 3 teaspoons
- b. 1 cup = 16 tablespoons
- c. 1 pint = 2 cups
- d. 1 quart = 2 pints
- e. 1 gallon = 4 quarts
- f. 1 pound = 16 ounces

## Information Sheet

## 7. Common can sizes and their equivalents (Figure 2)

Figure 2

|                                                                                               |                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br>No. 303  | <br>Approximately 2 cups<br>1 lb. (15 fl. oz.)                                                       |
| <br>No. 2    | <br>Approximately 2½ cups<br>1 lb. 4 oz. (1 pt. 2 fl. oz.)<br>Five No. 2 cans equal one No. 10 can   |
| <br>No. 2½   | <br>Approximately 3 cups<br>1 lb. 13 oz. (1 qt. 10 fl. oz.)<br>Four No. 2½ cans equal one No. 10 can |
| <br>No. 3    | <br>Approximately 5 cups<br>46 oz. (1 qt. 14 fl. oz.)<br>Two No. 3 cans equal one No. 10 can        |
| <br>No. 10 | <br>Approximately 12 cups<br>6 lb. 9 oz. (3 qt.)                                                  |

- a. No. 303 can
  - Contains 1 pound (15 fluid ounces) of product
  - Yields approximately 2 cups
- b. No. 2 can
  - Contains 1 pound, 4 ounces (1 pint, 2 fluid ounces) of product
  - Yields approximately 2½ cups
  - Five No. 2 cans equal one No. 10 can.

**Information Sheet**

- c. No. 2½ can
  - Contains 1 pound, 13 ounces (1 quart, 10 fluid ounces) of product
  - Yields approximately 3½ cups
  - Four No. 2½ cans equal one No. 10 can
- d. No. 3 can
  - Contains 46 ounces (1 quart, 14 fluid ounces)
  - Yields approximately 5¾ cups
  - Two No. 3 cans equal one No. 10 can
- e. No. 10 can
  - Contains 6 pounds, 9 ounces (3 quarts)
  - Yields approximately 12 cups

**8. Reasons for accurate weighing and measuring**

- a. To control quantity

Note: If the recipe yield is for 50 three-ounce portions, the food items in the recipe should be correctly weighed and measured and the food correctly prepared or the yield will be more or fewer than 50 three-ounce portions.

- b. To control quality

Note: Accuracy results in consistent flavor and appearance.

- c. To save time

Note: If the yield is too low, more food may need to be prepared.

- d. To prevent food waste

Note: If the yield is too high, there will be excess food to be stored or disposed of.



## Information Sheet

### 9. Reasons for substitutions in standard recipes

- a. To cut down on cost
- b. To increase food value
- c. To make use of surplus food
- d. To take the place of an ingredient that is not on hand

### 10. Reasons for using a conversion table when adjusting standard recipes

Note: A complete conversion table of food weights and measures should be available in the kitchen for daily use.

- a. To obtain equivalent weights and measures

Note: A conversion table gives conversion from weight to measure or measure to weight when only one is given in a recipe.

- b. To obtain accurate figures for calculations
- c. To obtain AP or EP weight and measure of raw foods
- d. To save time

### 11. Converting weights and measures—Multiply both sides of the table by the number required to obtain the desired weight or measure.

Examples: 1 oz. of ingredient = 2 T.

If the recipe calls for 3 ounces, multiply both sides by 3.

|                  |   |                 |
|------------------|---|-----------------|
| 1 oz.            | = | 2 T.            |
| $3 \times 1$ oz. | = | $3 \times 2$ T. |
| 3 oz.            | = | 6 T.            |

If the recipe calls for 8 T., multiply both sides by 4.

|                  |   |                 |
|------------------|---|-----------------|
| 1 oz.            | = | 2 T.            |
| $4 \times 1$ oz. | = | $4 \times 2$ T. |
| 4 oz.            | = | 8 T.            |

If the recipe calls for 1 T., multiply both sides by  $\frac{1}{2}$ .

|                            |   |                           |
|----------------------------|---|---------------------------|
| 1 oz.                      | = | 2 T.                      |
| $\frac{1}{2} \times 1$ oz. | = | $\frac{1}{2} \times 2$ T. |
| $\frac{1}{2}$ oz.          | = | 1 T.                      |

## Information Sheet

## 12. Adjusting the yield on a standard recipe

- a. Divide the required number of servings by the original number of servings given in the recipe.
- b. Multiply each ingredient by the resulting answer.

Examples: To adjust a recipe from 50 servings to 25 servings

$$\frac{\text{Required Servings}}{\text{Servings Given in Recipe}} = \frac{25}{50} = \frac{1}{2} \times \text{Each Ingredient}$$

To adjust a recipe from 100 servings to 300 servings

$$\frac{\text{Required Servings}}{\text{Servings Given in Recipe}} = \frac{300}{100} = 3 \times \text{Each Ingredient}$$

Note: This formula is often referred to as the **new over old** method.

- c. Convert the measure or weight obtained to the largest practical measure or weight.

Example: A recipe was increased from 100 portions to 300 portions.

|                        |   |        |   |                                    |
|------------------------|---|--------|---|------------------------------------|
| 2 c. $\times 3 = 6$ c. | = | 3 pt.  | = | 1 qt. 1 pt.                        |
| 2 pt. $\times 3$       | = | 6 pt.  | = | 3 qt.                              |
| 4 qt. $\times 3$       | = | 12 qt. | = | 3 gal.                             |
| 12 oz. $\times 3$      | = | 36 oz. | = | 2 lb. 4 oz. or 2 $\frac{1}{4}$ lb. |

## 13. Reasons for checking recipe calculations

- a. Calculation errors may occur
  - When recipe is reduced
  - When recipe is increased
  - When recipe is converted
  - When recipe is retyped

### Information Sheet

- b. Inaccurate recipes cause production problems
  - Overproduction
  - Underproduction
  - Spoilage of food

#### 14. Procedure for assembling supplies

- a. Use a tray or cart to assemble supplies.
- b. Make one trip to the storeroom for dry goods.
- c. Make one trip to the cooler for perishable foods.
- d. Roll food bins to the area of preparation.

Examples: Flour, sugar, meal, powdered milk

Note: Always use opened containers first.

#### 15. Ways to coordinate the use of needed equipment

- a. Collect all needed small equipment.
- b. Arrange for the use of large equipment.
  - Coordinate with other departments using the same piece of equipment.
  - Discuss with other departments the length of time needed for each piece of large equipment.

Note: Searching for equipment during preparation disrupts the work flow and increases the likelihood of error and time loss.

#### 16. Steps for organizing work

- a. Know and observe safety and sanitation rules.
- b. Understand the duties or assignments given.
- c. Know the reasons for and contents of a standard recipe.
- d. Check calculations if the recipe was adjusted.
- e. Follow the procedures for assembling supplies.

### Information Sheet

- f. Coordinate the use of needed equipment.
- g. Allot a reasonable time for carrying out required duties or assignments.

#### 17. Methods of work simplification

- a. Work with rhythmic, smooth flowing motions.
- b. Arrange motions so that both hands are productive at the same time.
- c. Keep hand and body motions few, short, and simple.
- d. Maintain comfortable working positions and conditions.
- e. Arrange the placement of materials and equipment for an efficient sequence of motions.
- f. Work in your normal work area when possible.
- g. Store materials in an orderly manner.

#### 18. Guidelines for timing food preparation

- a. Prepare the foods that require the longest production time first.
- b. Avoid preparing foods so far in advance that the quality is lost.
- c. Organize the work schedule so that adequate time can be given to each item.
- d. Complete the preparation of all foods at the time they are required.

## Standard Recipe Use Unit 4

### Student Supplement 1—Identify Contents of a Standard Recipe

Name \_\_\_\_\_

Directions: Following is a list of words that are headings for various contents of a recipe. Using the recipe below, identify the contents of a standard recipe by placing the letter designated on the recipe next to the appropriate heading.

- |                      |                   |
|----------------------|-------------------|
| _____ 1. Method      | _____ 5. Note     |
| _____ 2. Yield       | _____ 6. Quantity |
| _____ 3. Portion     | _____ 7. Utensils |
| _____ 4. Ingredients | _____ 8. Name     |

|                                                                                                                                                                                   |                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>a.</b> Spaghetti Sauce                                                                                                                                                         |                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>b.</b> 1 gallon                                                                                                                                                                |                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>c.</b> 30 servings, 4 oz. each                                                                                                                                                 |                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>d.</b> French knife, sauté pan, spoon, saucepot                                                                                                                                |                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>e.</b>                                                                                                                                                                         | <b>f.</b>                                                                              | <b>g.</b>                                                                                                                                                                                                                                                                                                                                                                             |
| Olive oil<br>Onions, chopped<br>Beef, ground<br>Tomatoes, crushed<br>Tomato purée<br>Garlic powder<br>Sweet basil leaves, crushed<br>Oregano leaves, crushed<br>Bay leaves, whole | ½ cup<br>1 lb.<br>2 lb.<br>1 No. 10 can<br>2 qt.<br>1 Tbsp.<br>2 Tbsp.<br>3 Tbsp.<br>3 | 1. Sauté onions in olive oil for about 10 minutes, stirring frequently.<br><br>2. Remove onions to saucepot.<br><br>3. In same pan, sauté ground beef.<br><br>4. Pour off grease and add beef to saucepot.<br><br>5. Place all remaining ingredients in saucepot. Stir and simmer, at or below 200° Fahrenheit, for 4 hours.<br><br>6. Salt and pepper to taste and hold for service. |
| <b>h.</b> Serve over spaghetti.                                                                                                                                                   |                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                       |

## Standard Recipe Use Unit 4

### Assignment Sheet 1—Convert Weights and Measures Using a Conversion Table

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                                | Rating |
|--------------------------------------------------------------------|--------|
| Correct answers given                                              | _____  |
| Answers correctly converted to largest practical weight or measure | _____  |

Directions: Using the information in the following conversion table, complete the information below. Convert answers to the largest practical weight or measure. The above criteria will be used to evaluate your performance.

| Conversion Table |             |         |
|------------------|-------------|---------|
| Food Item        | Weight      | Measure |
| Baking soda      | 6 oz.       | 1 cup   |
| Cornmeal         | 1 lb. 5 oz. | 1 quart |
| Milk             | 2 lb.       | 1 pint  |
| Mustard          | 8 oz.       | 1 pint  |
| Rolled oats      | 3 oz.       | 1 cup   |
| Pickle relish    | 10½ oz.     | 1 pint  |
| Vinegar          | 1 lb.       | 1 pint  |

1. Convert the following weights to measures.
  - a. 2 lb. 10 oz. of cornmeal = \_\_\_\_\_
  - b. 32 oz. of mustard = \_\_\_\_\_
  - c. 12 oz. of rolled oats = \_\_\_\_\_
2. Convert the following measures to weights.
  - a. 3 cups of baking soda = \_\_\_\_\_
  - b. 1½ pints of milk = \_\_\_\_\_
  - c. 3 pints of pickle relish = \_\_\_\_\_
  - d. 1 quart of vinegar = \_\_\_\_\_

# **Standard Recipe Use** **Unit 4**

## **Assignment Sheet 2—Reduce a Recipe**

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

| <b>Evaluation criteria</b>                                         | <b>Rating</b> |
|--------------------------------------------------------------------|---------------|
| Correct answers given                                              | _____         |
| Answers correctly converted to largest practical weight or measure | _____         |

Directions: The following recipe ingredients yield one hundred 5-ounce portions. Reduce the recipe to yield fifty 5-ounce portions. Convert answers to the largest practical weight or measure. The above criteria will be used to evaluate your performance.

### **Creamed Chicken**

| <b>Ingredient</b>      | <b>Amount for<br/>100 portions</b> | <b>Amount for<br/>50 portions</b> |
|------------------------|------------------------------------|-----------------------------------|
| Flour                  | 2 lb.                              | 1. _____                          |
| Chicken fat            | 7 cups                             | 2. _____                          |
| Chicken stock          | 6½ qt.                             | 3. _____                          |
| Salt                   | 3 oz.                              | 4. _____                          |
| Milk                   | 4 qt.                              | 5. _____                          |
| Chicken, cooked, cubed | 10 lb.                             | 6. _____                          |

# Standard Recipe Use

## Unit 4

### Assignment Sheet 3—Increase a Recipe

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                                | Rating |
|--------------------------------------------------------------------|--------|
| Correct answers given                                              | _____  |
| Answers correctly converted to largest practical weight or measure | _____  |

Directions: The following recipe ingredients yield 100 rolls. Increase the recipe to yield 200 rolls. Convert answers to the largest practical weight or measure. The above criteria will be used to evaluate your performance.

#### Plain Rolls

| Ingredient        | Yield: 100 Rolls | Yield: 200 Rolls |
|-------------------|------------------|------------------|
| Milk              | 1¼ qt.           | 1. _____         |
| Sugar             | 4 oz.            | 2. _____         |
| Salt              | 2 oz.            | 3. _____         |
| Fat               | 12 oz.           | 4. _____         |
| Yeast, compressed | 3 oz.            | 5. _____         |
| Water, lukewarm   | 1 cup            | 6. _____         |
| Flour             | 4 lb. 12 oz.     | 7. _____         |



# **Standard Recipe Use Unit 4**

## **Assignment Sheet 4—Analyze a Work Situation**

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

| <b>Evaluation criteria</b>        | <b>Rating</b> |
|-----------------------------------|---------------|
| Accuracy of observations          | _____         |
| Validity of time-saving methods   | _____         |
| Participation in class discussion | _____         |

Directions: Observe a fellow student preparing a recipe. List the pieces of equipment used and the food items required. Observe the arrangement for work. List any interruptions to get supplies or equipment and the amount of time spent. Answer the questions that follow and be prepared to discuss your answers in class. The above criteria will be used to evaluate your performance.

### **Equipment**

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### **Food Items**

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### **Cause of Interruption**

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### **Time Spent**

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**Assignment Sheet 4**

- Could time have been saved in the preparation of this recipe? \_\_\_\_\_
- If so, what are specific measures that could have been followed to avoid wasting time?

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## **Receiving and Storing Food Unit 5**

### **Objective Sheet**

#### **Unit Objective**

After completing this unit, the student should know the procedures for receiving and storing food properly. The student should demonstrate these competencies by completing the assignment sheets, and by scoring a minimum of 85 percent on the written test.

#### **Specific Objectives**

After completing this unit, the student should be able to:

1. Match terms related to receiving and storing food with their correct definitions.
2. Arrange in order the procedures for receiving food.
3. Select dry storage requirements.
4. Distinguish between types of dry storeroom contents.
5. Complete statements concerning storage requirements for insecticides, rodenticides, and caustic cleaning agents.
6. List rules of storeroom management.
7. Select true statements concerning duties of storeroom personnel.
8. Complete statements concerning refrigerated storage requirements.
9. Select true statements concerning general practices and procedures for refrigerated storage.
10. Complete statements concerning frozen storage requirements.
11. State the purpose of a storeroom food requisition.
12. Arrange food products using the FIFO rotation system. (Assignment Sheet 1)
13. Record observations of food handling and storage. (Assignment Sheet 2)

## **Receiving and Storing Food**

### **Unit 5**

#### **Suggested Activities**

##### **Instructional Plan**

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities.
3. Use learning steps for self-paced or individualized instruction, or as an outline for classroom or workshop presentation.
4. Plan presentation for enrichment of exceptional students as well as accommodation of special needs students.
5. Review instructions for evaluating student performance, and make copies of the Unit Evaluation Form.
6. Provide students with unit of instruction. Discuss unit and specific objectives.
7. Discuss assignment sheets. Review criteria for evaluation of these activities.
8. Discuss the use of the Unit Evaluation Form with students, and select and discuss the rating scale that will be used for student evaluation.
9. Make copies of the written test.
10. Give written test.
11. Compile assignment sheet ratings and written test scores on the Unit Evaluation Form.
12. Reteach and retest as required.

##### **Teaching Suggestions**

Note: Skill areas appearing in boldface type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Discuss the use of storeroom food requisitions and demonstrate the proper way to complete one.

### Suggested Activities

2. Arrange a display of food orders and invoices and show students how to justify goods received with the amount on the invoice.
3. Discuss labeling requirements for food products with the class. Refer to Unit 6 in MAVCC's *Food Production, Management, and Services: Production* for pertinent information.
4. Show students examples of federal stamps that relate to food quality and discuss their importance with class.
5. Make arrangements for class to visit a food service operation that maintains a proper food storage program and have them observe food storage procedures. Afterward, have students complete Assignment Sheet 2 and report their findings in class. Skill areas: **oral communication, listening, problem solving, and writing.**
6. Make arrangements to visit a food warehouse operation and observe their food storage procedures. Afterward, have students compare those procedures with the ones they have learned in this unit by writing a brief report on the subject. Skill areas: **problem solving, writing, and learning to learn.**
7. Set up real work situations where students will receive food items, check items against invoices, and inspect items for damage or infestation. Situations might include orders which have been shorted, incorrect sizes or qualities of food, and damaged items. Then have students discuss the importance of following procedures for receiving. Skill areas: **reading, math, and problem solving.**

### Resources Used in Developing This Unit

1. Gibson, LeRoy. *Food Production, Management, and Services: Production*, 1st and 2nd ed. Stillwater, OK: Mid-American Vocational Curriculum Consortium, 1983 and 1992.
2. Knight, John B. and Lendal H. Kotschever. *Quantity Food Production, Planning, and Management*, 2nd ed. New York: Van Nos Reinhold, 1988.
3. Longree, Karla and Gertrude Armbruster. *Quantity Food Sanitation*. New York: John Wiley and Sons, 1987.

### Suggested Supplemental Resources

1. Powers, Jo Marie. *Basics of Quantity Food Production*. New York: John Wiley and Sons, 1979.
2. West, B., L. Wood, V. Harger, and G. Shugart. *Food Service in Institutions*, 5th ed. New York: John Wiley and Sons, 1977.

## Receiving and Storing Food Unit 5

### Answers to Assignment Sheets

#### Assignment Sheet 1

|      |       |     |      |      |
|------|-------|-----|------|------|
| 6/19 | 11/19 | 5/7 | 12/1 | 10/2 |
| 4/16 | 11/12 | 4/9 | 9/9  | 4/8  |
| 2/26 | 7/9   | 3/6 | 9/9  | 3/7  |
|      |       |     | 1/2  | 3/6  |
|      |       |     | 1/2  | 3/6  |

**Assignment Sheet 2**—Evaluated according to criteria listed on the assignment sheet.

## Receiving and Storing Food Unit 5

### Answers to Written Test

1. 

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| a. | 12 | f. | 17 | j. | 11 | n. | 6  |
| b. | 8  | g. | 10 | k. | 4  | o. | 15 |
| c. | 3  | h. | 16 | l. | 13 | p. | 2  |
| d. | 14 | i. | 9  | m. | 7  | q. | 5  |
| e. | 1  |    |    |    |    |    |    |
2. 

|    |   |    |   |
|----|---|----|---|
| a. | 3 | d. | 5 |
| b. | 4 | e. | 2 |
| c. | 1 | f. | 6 |
3. b, c, e, h, i
4. 

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| a. | NP | e. | NF | i. | NF |
| b. | P  | f. | NF | j. | NP |
| c. | NP | g. | NP | k. | P  |
| d. | NP | h. | NP |    |    |
5. 

|    |           |
|----|-----------|
| a. | Food      |
| b. | Qualified |
| c. | Original  |
| d. | All       |
| e. | Handled   |
6. 

|    |                                                                        |
|----|------------------------------------------------------------------------|
| a. | Designated individual(s) will be responsible and have complete control |
| b. | No unauthorized personnel will be admitted                             |
7. a, d, f, i, j
8. 

|    |                                |
|----|--------------------------------|
| a. | Type of food service operation |
| b. | Sanitation                     |
| c. | Temperature                    |
| d. | Production area                |
| e. | Air circulation                |
9. a, c
10. 

|    |              |
|----|--------------|
| a. | 0°F to -10°F |
| b. | Frozen       |
| c. | FIFO         |
| d. | Storage      |
| e. | Thawed       |
11. Controls issuance of food

## Receiving and Storing Food Unit 5

### Written Test

Name \_\_\_\_\_

Score \_\_\_\_\_

1. Match the terms on the right with their correct definitions.

- |          |                                                                                                                                                                                                    |                                 |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| _____ a. | Storage area for non-perishable foods and non-food items                                                                                                                                           | 1. Perishable                   |
| _____ b. | Food received first should be used first                                                                                                                                                           | 2. Food grade plastics          |
| _____ c. | Foods which will keep almost indefinitely when correctly stored                                                                                                                                    | 3. Non-perishable               |
| _____ d. | Written form used by receiving department to notify purveyor when merchandise is returned, when an order is short by weight or count, or when prices are incorrect and a credit needs to be issued | 4. Storeroom receiving log      |
|          |                                                                                                                                                                                                    | 5. Purchase order               |
|          |                                                                                                                                                                                                    | 6. Invoice                      |
|          |                                                                                                                                                                                                    | 7. Unit                         |
| _____ e. | Foods susceptible to invasion by bacteria, molds, yeasts, and spoilage unless correctly stored                                                                                                     | 8. FIFO                         |
|          |                                                                                                                                                                                                    | 9. Shelf life                   |
| _____ f. | A determined or estimated amount                                                                                                                                                                   | 10. Refrigerated storage        |
| _____ g. | Storage area for perishable items with a temperature range from 32°F to 40°F                                                                                                                       | 11. Storeroom clerk             |
|          |                                                                                                                                                                                                    | 12. Dry storage                 |
| _____ h. | A written request for food items to be obtained from storage                                                                                                                                       | 13. Thaw                        |
| _____ i. | Amount of time you can reasonably expect product to maintain its quality if proper storage procedures are followed                                                                                 | 14. Credit memo                 |
| _____ j. | Person in charge of storeroom                                                                                                                                                                      | 15. Potentially hazardous foods |
| _____ k. | List of all food items received which can be found in the storeroom                                                                                                                                | 16. Requisition                 |
|          |                                                                                                                                                                                                    | 17. Quantity                    |



### Written Test

- \_\_\_\_\_ l. To melt, allowing frozen foods to reach unfrozen state
  - \_\_\_\_\_ m. Size or quantity designation of goods as purchased
  - \_\_\_\_\_ n. An itemized statement of goods purchased and their cost
  - \_\_\_\_\_ o. Foods high in protein and moisture which are highly susceptible to contamination
  - \_\_\_\_\_ p. Materials made from plastics free from harmful substances used for storing foods
  - \_\_\_\_\_ q. Written request for goods which list item specifications such as type, quantity, quality, and date needed
2. Arrange in order the procedures for receiving food by numbering from one to six.
- \_\_\_\_\_ a. Tag all meat
  - \_\_\_\_\_ b. Accept the merchandise
  - \_\_\_\_\_ c. Check the invoice to be sure the count on the invoice is the same as the count delivered
  - \_\_\_\_\_ d. Store items promptly in proper storage areas
  - \_\_\_\_\_ e. Inspect the merchandise
  - \_\_\_\_\_ f. List all items received on the storeroom receiving log
3. Select dry storage requirements by placing an "X" in the appropriate blanks.
- \_\_\_\_\_ a. Dim lighting
  - \_\_\_\_\_ b. Good ventilation
  - \_\_\_\_\_ c. Low moisture
  - \_\_\_\_\_ d. Warm temperatures

### Written Test

- \_\_\_\_\_ e. Free of insects and rodents
  - \_\_\_\_\_ f. Dirty
  - \_\_\_\_\_ g. Random arrangement
  - \_\_\_\_\_ h. Proper management
  - \_\_\_\_\_ i. Shelving placed six inches off floor and twelve inches from walls
4. Distinguish between types of dry storeroom content by placing an "NP" in front of non-perishable items, "P" in front of perishable, and "NF" in front of non-food items.
- \_\_\_\_\_ a. Canned goods
  - \_\_\_\_\_ b. Root vegetables
  - \_\_\_\_\_ c. Flour
  - \_\_\_\_\_ d. Cereals
  - \_\_\_\_\_ e. Cleaning supplies
  - \_\_\_\_\_ f. Paper goods
  - \_\_\_\_\_ g. Spices
  - \_\_\_\_\_ h. Sugar
  - \_\_\_\_\_ i. Reserve supplies of utensils and dishes
  - \_\_\_\_\_ j. Shortening and oil in sealed cans
  - \_\_\_\_\_ k. Tropical fruits
5. Complete the following list of statements concerning storage requirements for insecticides, rodenticides and caustic cleaning agents by circling the correct word(s).
- a. Store hazardous materials in a separate room away from (food, personal) items.
  - b. Access to contents should be given to (adult, qualified) personnel only.
  - c. Keep supplies in (airtight, original) containers if possible.
  - d. (All, Some) containers should be clearly marked and identified for use.
  - e. Materials should be (handled, disposed of) only when necessary.

### Written Test

6. List two rules of storeroom management.

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_

7. Select true statements concerning the duties of storeroom personnel by placing an "X" in the appropriate blanks.

- \_\_\_\_\_ a. Keep the storeroom clean.
- \_\_\_\_\_ b. Do not inspect shipments for damage, rodent or vermin infestation, or spoilage.
- \_\_\_\_\_ c. Place food in storerooms whenever you have time.
- \_\_\_\_\_ d. Date all packages.
- \_\_\_\_\_ e. Stack food where there is room.
- \_\_\_\_\_ f. Use FIFO rotation system.
- \_\_\_\_\_ g. Issue items without a proper requisition.
- \_\_\_\_\_ h. Inventories are not required to be taken.
- \_\_\_\_\_ i. Check storeroom contents frequently for damage or spoilage.
- \_\_\_\_\_ j. Remove any damaged goods immediately and notify manager.

8. Complete the following statements concerning refrigerated storage requirements by circling the correct word(s).

- a. Allow adequate space, which is determined by (supervisor, type of food service operation).
- b. Maintain proper (sanitation, food color).
- c. Maintain proper (food depth, temperature).
- d. Locate in or near (sink, production area).
- e. Maintain (several inches, air circulation) between items at all times.

### Written Test

9. Select true statements concerning general practices and procedures for refrigerated storage by placing an "X" in the appropriate blanks.
- \_\_\_\_\_ a. Inspect deliveries before refrigerating
  - \_\_\_\_\_ b. Refrigerate delivered goods when you have time.
  - \_\_\_\_\_ c. Cover processed food and leftovers to prevent drying, the transfer of odors, and contamination.
  - \_\_\_\_\_ d. Store highly perishable foods and potentially hazardous foods in warmest areas of refrigerator.
  - \_\_\_\_\_ e. Store foods with strong odors in open containers.
10. Complete the following list of statements concerning frozen storage requirements by circling the correct words or numbers.
- a. The temperature required to keep frozen food frozen is from (0°F to 10°F, 0°F to -10°F).
  - b. Food items must be (cold, frozen) when received.
  - c. Maintain (FIFO, FOFI) storage procedures.
  - d. Follow recommended product (storage, cool-down) times.
  - e. Do not refreeze foods that have been (thawed, microwaved).
11. State the purpose of a storeroom food requisition.
- \_\_\_\_\_

\*Permission to duplicate this test is granted.

**Receiving and Storing Food  
Unit 5**

**Unit Evaluation Form**

Student Name \_\_\_\_\_ Unit Rating \_\_\_\_\_

Assignment Sheet 1—Arrange Food Products Using the FIFO  
Rotation System Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Assignment Sheet 2—Record Observations of Food Handling  
and Storage Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Written Test Scores**

Pretest \_\_\_\_\_ Posttest \_\_\_\_\_ Other \_\_\_\_\_

Other \_\_\_\_\_  
\_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

\*Permission to duplicate this form is granted.

## Receiving and Storing Food Unit 5

### Information Sheet

#### 1. Terms and definitions

- a. **Credit memo** — Written form used by receiving department to notify purveyor when merchandise is returned, when an order is short by weight or count, or when prices are incorrect and a credit needs to be issued
- b. **Dry storage** — Storage area for non-perishable foods and non-food items
- c. **FIFO** — Food received first should be used first
- d. **Food grade plastics** — Materials made from plastics free from harmful substances used for storing foods
- e. **Invoice** — An itemized statement of goods purchased and their cost
- f. **Non-perishable** — Foods which will keep almost indefinitely when correctly stored
- g. **Perishable** — Foods susceptible to invasion by bacteria, molds, yeasts, and spoilage unless correctly stored

Note: Even if properly stored, a food can be perishable after a while.

- h. **Potentially hazardous foods** — Foods high in protein and moisture which are highly susceptible to contamination
- i. **Purchase order** — Written request for goods which list item specifications such as type, quantity, quality, and date needed
- j. **Quantity** — A determined or estimated amount
- k. **Refrigerated storage** — Storage area for perishable items with a temperature range from 32°F to 40°F

Note: Freezer temperatures should be from 0°F to -10°F.

- l. **Requisition** — A written request for food items to be obtained from storage
- m. **Shelf life** — Amount of time you can reasonably expect product to maintain its quality if proper storage procedures are followed

Note: Expiration dates indicate shelf life and should be checked regularly.

### Information Sheet

- n. **Storeroom clerk** — Person in charge of storeroom
- o. **Storeroom receiving log** — List of all food items received which can be found in the storeroom
- p. **Thaw** — To melt, allowing frozen foods to reach unfrozen state
- q. **Unit** — Size or quantity designation of goods as purchased

Examples: Cases, pounds, number of cans

## 2. Procedures for receiving food

- a. Check the invoice to be sure the count on the invoice is the same as the count delivered
- b. Inspect the merchandise
  - For agreement with purchase order
  - For agreement with specifications
  - For wholesomeness of the product
- c. Tag all meat
  - With date of delivery
  - With weight

Note: Weights may be recorded in pounds and ounces or pounds and tenths of pounds.

  - With other information needed to identify delivery
- d. Accept the merchandise
  - Sign the invoice
  - Note any discrepancies between the purchase order, invoice, and/or actual merchandise delivered
  - Return a copy of the invoice to the delivery person
- e. Store items promptly in proper storage areas, perishable items first.
- f. List all items received on the storeroom receiving log

## Information Sheet

### 3. Dry storage requirements

- a. Good lighting
- b. Good ventilation
- c. Low moisture
- d. Temperatures between 50°F and 75°F

Note: This will preserve flavor and nutritious values and reduce food spoilage.

- e. Open shelving placed six inches off floor and twelve inches from walls

Note: This prevents contamination by floor soil or water and allows for cleaning underneath.

- f. Free of insects and rodents
- g. Clean
- h. Orderly arrangement
- i. Proper management

### 4. Types of dry storeroom contents

- a. Non-perishable items
  - Canned goods
  - Flour
  - Cereals
  - Spices
  - Sugar
  - Shortening and oil in sealed cans
- b. Perishable items
  - Root vegetables
    - Potatoes
    - Onions



### Information Sheet

- Tropical fruits
  - Bananas
  - Pineapple
  - Papayas
- c. Non-food items

**Caution: Cleaning supplies should be kept in a separate area from food.**

- Paper goods
- Reserve supplies of utensils and dishes
- Cleaning supplies

#### **5. Storage requirements for insecticides, rodenticides, and caustic cleaning agents**

- a. Store hazardous materials in a separate room away from food items.

Note: If a separate room is unavailable, store in a locked cabinet.

- b. Access to contents should be given to **qualified** personnel only.
- c. Keep supplies in original containers if possible.
- d. All containers should be clearly marked and identified for use.
- e. Materials should be handled only when necessary.

#### **6. Rules of storeroom management**

- a. Designated individual(s) will be responsible and have complete control.
- b. No unauthorized personnel will be admitted.

## Information Sheet

### 7. Duties of storeroom personnel

- a. Keep the storeroom clean.

Note: Follow a schedule for cleaning tables and shelves, sweeping, and mopping.

- b. Inspect all shipments for damage, rodent or vermin infestation, or spoilage.

Note: If shipment is bad, notify purveyor and return goods. Ask receiving station to check shipments better.

- c. Place food in storerooms as quickly as possible.

- d. Date all packages.

- e. Stack food in proper location for good organization.

- f. Use FIFO (First-in-First-out) rotation system.

- g. Issue items only upon receipt or proper requisition.

- h. Take inventories as required.

- i. Check storeroom contents frequently for

- Damage or spoilage
- Broken or torn packages
- Bulging or leaking cans

- j. Remove any damaged goods immediately and notify manager.

**Caution: Clean area immediately to prevent contamination of other foods.**

### Information Sheet

#### 8. Refrigerated storage requirements

- a. Allow adequate space, which is determined by type of food service operation.

Note: Delivery schedules may affect amount of food to be stored.

- b. Maintain proper sanitation.

Note: Wipe up any spilled food immediately.

- c. Maintain air circulation between items at all times.

Note: The storage area should not be overcrowded; do not cover shelves with paper.

- d. Maintain proper temperature.

Note: Perishable foods should be stored in coldest area. Check temperature frequently.

- e. Locate in or near production area.

Note: This will save time and labor.

#### 9. General practices and procedures for refrigerated storage

- a. Inspect deliveries before refrigerating foods.

Note: Remove outside wrappings when possible since they may contain soil or harmful bacteria.

- b. Refrigerate delivered goods as soon as possible.

- c. Store highly perishable foods and potentially hazardous foods in coldest areas of refrigerator.

Note: The coldest area is usually bottom third of refrigerator.

- d. Cover processed food and leftovers to prevent drying, the transfer of odors, and contamination.

- e. Use care when putting warm foods in the refrigerator.

Note: This raises inside temperature and may cause other foods to spoil.

- f. To cool hot foods use shallow containers which allow for rapid cooling of contents.

- g. Store foods with strong odors in sealed, food-grade plastic containers.

Note: Use only food-grade plastics.

## Information Sheet

### 10. Frozen storage requirements

- a. The temperature required to keep frozen food frozen is 0°F to -10°F.
- b. Food items must be frozen when received.

Note: Store only clean, undamaged packages.

- c. Maintain FIFO storage procedures.
- d. Follow recommended product storage times.

Note: Frozen food will not keep indefinitely; extended storage time decreases quality of food product.

- e. Thaw foods under proper conditions.

Note: Thaw foods under refrigeration, in 70°F cold running water if in sealed original bag, microwave, or during cooking process.

- f. Do not refreeze foods that have been thawed.

Note: This decreases quality of food and increases the chance of contamination.

- g. Prepare foods for storage.

Note: Use commercial freezer wrap, then label and date product. Freeze quickly.

### 11. Purpose of a storeroom requisition — Controls issuance of food

Note: A storeroom requisition includes the name of the desired item, amount, size, and authorized person requesting food items.

## Receiving and Storing Food Unit 5

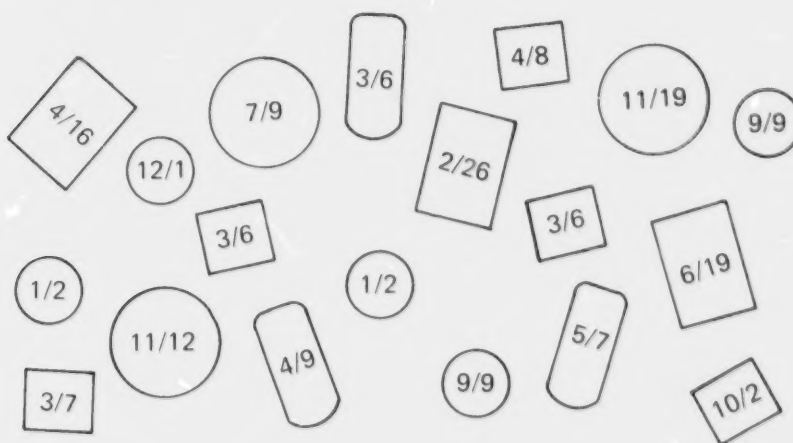
### Assignment Sheet 1—Arrange Food Products Using the FIFO Rotation System

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria        | Rating |
|----------------------------|--------|
| Accuracy of item dates     | _____  |
| Items stored in FIFO order | _____  |

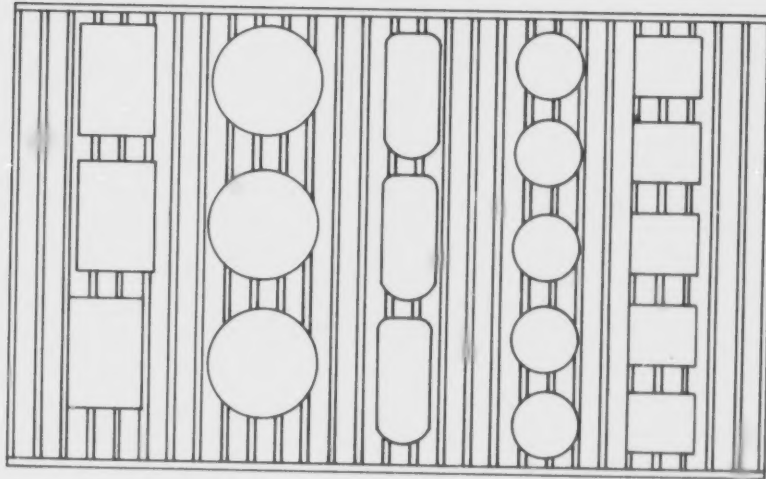
The shapes below represent an assortment of cans and boxes that were stored in FIFO order on a storeroom shelf. On December 31, the shelf broke and everything on it fell to the floor. Arrange the items on a new shelf in FIFO order. Each container is marked with the date on which it was received; the first number is the month and the second number is the day of the month. Write the date from each container in the place where you would store it on the shelf. The above criteria will be used to evaluate your performance.

Note: The front of the shelf is at the bottom of the drawing.



## Assignment Sheet 1

## The New Shelf



(Front of Shelf)

## Receiving and Storing Food Unit 5

### Assignment Sheet 2—Record Observations of Food Handling and Storage

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria      | Rating |
|--------------------------|--------|
| Accuracy of observations | _____  |
| Validity of suggestions  | _____  |

Directions: Visit a food service operation with your class. Observe food handling and storage procedures, then complete the following chart. Give suggestions for ways to improve upon the procedures you observed. The above criteria will be used to evaluate your performance.

|                                                                 | Yes | No |
|-----------------------------------------------------------------|-----|----|
| 1. Were foods in the danger zone no longer than necessary?      |     |    |
| 2. Were hot foods placed in shallow containers to cool?         |     |    |
| 3. Was food stored off the floor?                               |     |    |
| 4. Were storeroom floors clean and dry?                         |     |    |
| 5. Was the FIFO policy being used?                              |     |    |
| 6. Were signs of rodents or insects absent from the storeroom?  |     |    |
| 7. Was food covered and being stored in the refrigerator?       |     |    |
| 8. Were cleaning supplies stored separately from foods?         |     |    |
| 9. Were all cleaning supplies labeled?                          |     |    |
| 10. Were all cleaning supplies tightly sealed?                  |     |    |
| 11. Were all raw fruits and vegetables being washed before use? |     |    |

**Assignment Sheet 2**

If you answered "No" to any of the questions, what would you suggest to improve food handling and storage?

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Did you notice any other areas where changes in food handling and storage could be improved? If so, what were they?

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## **Salad Station Unit 6**

### **Objective Sheet**

#### **Unit Objective**

After completing this unit, the student should be able to prepare and evaluate a variety of salads and maintain a salad bar. The student should demonstrate these competencies by completing the job sheets, and by scoring a minimum of 85 percent on the written test.

#### **Specific Objectives**

After completing this unit, the student should be able to:

1. Match terms related to the salad station with their correct definitions.
2. Complete a list of duties of a salad maker.
3. Match types of salads with their characteristics.
4. Match the basic parts of a salad with their functions.
5. Select true statements concerning preparation and storage of salad greens.
6. Complete statements concerning handling and storing fruits and vegetables.
7. Select true statements concerning general suggestions for making salads.
8. Complete statements concerning factors which may affect gelatins.
9. Select true statements concerning methods of serving salads.
10. List characteristics of a quality salad.
11. Match basic types of salad dressings with their characteristics.
12. Complete statements concerning factors to consider in the selection of salad dressings.
13. List common types of garnishes.
14. Select true statements concerning suggestions for using garnishes.
15. Complete statements concerning characteristics of a salad bar.

**Objective Sheet**

16. Arrange in order steps for setting up a salad bar.
17. Complete statements concerning the arrangement of a salad bar.
18. List ways to maintain a salad bar.
19. Select true statements concerning steps in breaking down and cleaning a salad bar.
20. Prepare and evaluate a garden salad. (Job Sheet 1)
21. Prepare and evaluate a chef salad. (Job Sheet 2)
22. Prepare and evaluate coleslaw. (Job Sheet 3)
23. Prepare and evaluate potato salad. (Job Sheet 4)
24. Prepare and evaluate jellied bing cherry salad. (Job Sheet 5)

## **Salad Station Unit 6**

### **Suggested Activities**

#### **Instructional Plan**

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.
4. Make transparencies from the transparency masters included with this unit. These appear in the teacher guide only and are designed to be used with the following objectives:  
  
TM 1—Parts of a Salad (Objective 4)  
TM 2—Common Types of Garnishes (Objective 13)  
TM 3—Typical Salad Bar Arrangement (Objective 16)
5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.
6. Review instructions for evaluating student performance and make copies of unit evaluation form.
7. Provide students with unit of instruction. Discuss unit and specific objectives.
8. Discuss the job sheets, then demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.
9. Discuss the use of the Unit Evaluation Form with students, and select and discuss the rating scale that will be used for student evaluation.
10. Make copies of the written test.
11. Give written test.
12. Compile job sheet ratings and written test scores on the Unit Evaluation Form.
13. Reteach and retest as required.

## Suggested Activities

### Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. To help students learn terminology in Objective 1, have them develop either a crossword puzzle or a word search using the terms, then have them exchange puzzles with each other and complete the activity. Skill areas: **reading, writing, and creative thinking.**
2. Arrange for the class to visit a commercial produce distributor or large supermarket, or assign groups of students to different specific supermarkets in your area. Have the students complete Student Supplement 1, then report on their findings. Skill areas: **oral communication, problem solving, and teamwork.**
3. Demonstrate work organization and time management as they apply to the salad station. Refer to information in Unit 2.
4. Discuss and demonstrate proper techniques to avoid waste when preparing fruits and vegetables. Skill areas: **listening, and organizational effectiveness**
5. Demonstrate the methods for preparing common types of garnishes, then have students prepare radish roses, celery fans, carrot curls and/or scored cucumbers. Skill areas: **listening, and creative thinking.**
6. Demonstrate proper preparation and storage of salad greens and fruits. Emphasize the importance of observing sanitation rules at all times. Skill areas: **science and listening.**
7. Discuss and demonstrate proper techniques for making layered molded salads. Skill area: **listening.**
8. Take field trip to local fast food operations with salad bars and have students prepare a written evaluation of them according to criteria they have learned. Skill areas: **writing and problem solving.**
9. Have students prepare a salad bar for your evaluation. Encourage creativity in choice of ingredients and attractive, functional layout. Skill area: **creative thinking.**

## Suggested Activities

### Resources Used in Developing This Unit

1. Gibson, LeRoy. *Food Production, Managment, and Service: Production*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1992.
2. Knight, John B. and Lendal H. Kotschevar. *Quantity Food Production, Planning, and Management*, 2nd Ed. New York: Van Nos Reinhold, 1988.
3. Kotschevar, Lendal H. *Standards, Principles, and Techniques in Quantity Food Production*, 4th Ed. New York: Van Nos Reinhold, 1988.
4. Shugart, Grace and Mary Molt. *Food for Fifty*, 8th Ed. New York: Macmillan, 1989.

### Suggested Supplemental Resources

1. Books
  - a. *Buying, Handling, and Using Fresh Fruits*. Washington, DC: National Restaurant Association, 1984.
  - b. *Buying, Handling, and Using Fresh Vegetables*. Washington, DC: National Restaurant Association, 1984.
  - c. Dieckmann, Jane Marsh. *Salad Dressings!* Freedom, CA: The Crossing Press, 1987.
  - d. Westland, Pamela. *Salads*. New York: Exeter Books, 1985.
2. Videotape—*Profits from Produce*. 20 minutes, 1988. Buying, inspecting, receiving, storing, and rotating inventory are addressed.

Note: Books a and b and the *Profits from Produce* videotape are available from:

National Restaurant Association  
1200 Seventeenth Street, NW  
Washington, DC 20036-3097

## Suggested Activities

### Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

#### Option A

- 4 - Skilled—Can perform job with no additional training.
- 3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
- 2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
- 1 - Unskilled—Is familiar with process, but is unable to perform job.

#### Option B

- Yes—Can perform job with no additional training.
- No—Is unable to perform job satisfactorily.

**Salad Station  
Unit 6**

**Answers to Written Test**

- |    |    |    |    |    |    |    |    |    |     |    |
|----|----|----|----|----|----|----|----|----|-----|----|
| 1. | a. | 13 | h. | 1  | n. | 11 | t. | 28 | z.  | 31 |
|    | b. | 8  | i. | 7  | o. | 5  | u. | 29 | aa. | 21 |
|    | c. | 4  | j. | 6  | p. | 12 | v. | 19 | bb. | 18 |
|    | d. | 10 | k. | 15 | q. | 30 | w. | 17 | cc. | 20 |
|    | e. | 3  | l. | 9  | r. | 27 | x. | 23 | dd. | 26 |
|    | f. | 16 | m. | 14 | s. | 22 | y. | 25 | ee. | 24 |
|    | g. | 2  |    |    |    |    |    |    |     |    |
2. a. Cold dishes  
b. Carves and slices  
c. Portions  
d. Portions  
e. Measures, mixes
3. a. 2  
b. 1  
c. 3  
d. 4
4. a. 1  
b. 4  
c. 2  
d. 3
5. c, e, f, g
6. a. Ripened  
b. Darken  
c. Sun  
d. Stored  
e. Melons  
f. Purchased  
g. Unopened  
h. Salted  
i. Washed  
j. Pieces  
k. Serving  
l. Discolor
7. a, d, e, g, h, i, l

### Answers to Written Test

8. a. Ratio  
b. Boiling  
c. Ice  
d. Cooler  
e. Rubbery  
f. Gelling  
g. Pineapple  
h. Sugar  
i. Whipped
9. a, d, f, h
10. a, c, d, f
11. a. 2                      d. 1  
b. 3                      e. 3  
c. 1                      f. 2
12. a. Flavor  
b. Flavor  
c. Amount  
d. Distinct  
e. All  
f. Tossed  
g. Immediately
13. Any six of the following:  
a. Radish rose  
b. Radish accordian  
c. Celery fan  
d. Carrot curl  
e. Scored cucumber  
f. Citrus cup  
g. Tomato cup  
h. Melon basket  
i. Parsley
14. a, b, e
15. a. Four to six  
b. Chilled  
c. Plates  
d. Sneeze  
e. Portion  
f. Ingredients



### Answers to Written Test

16.   a.    4                   e.    8  
      b.    3                   f.    2  
      c.    7                   g.    5  
      d.    1                   h.    6
17.   a.    Fist  
      b.    Plates  
      c.    Small salads  
      d.    Last
18.   Any four of the following:
- a.    Keep the bar wiped clean.  
      b.    Keep ice clean and fresh.  
      c.    Keep dressing containers full.  
      d.    Keep dressing ladles clean.  
      e.    Replace bowls of salad or ingredients as they are depleted.
19.   a, b, c, f

**Salad Station  
Unit 6**

**Written Test**

Name \_\_\_\_\_

Score \_\_\_\_\_

1. Match the terms on the right with their correct definitions.

- |          |                                                                                                         |                        |
|----------|---------------------------------------------------------------------------------------------------------|------------------------|
| _____ a. | To cut into random pieces with a sharp knife                                                            | 1. Cut                 |
| _____ b. | Toasted bread shapes usually served with salads or soups                                                | 2. Dice                |
| _____ c. | To place in the refrigerator until cooled to temperatures between 38°F and 42°F                         | 3. Core                |
| _____ d. | To briefly boil or steam, making the skins of fruit and nut meats easy to remove                        | 4. Chill               |
| _____ e. | To remove the inedible center portions of apples, pears, or pineapples                                  | 5. Marinate            |
| _____ f. | To cut into square pieces of uniform size                                                               | 6. Emulsion            |
| _____ g. | To cut into small cubes, usually less than ½ inch square                                                | 7. Emulsifying agent   |
| _____ h. | To divide food into small pieces                                                                        | 8. Crouton             |
| _____ i. | A product that when added to an emulsion will keep the oil in permanent suspension; prevents separation | 9. Grate               |
| _____ j. | A mixture in which oil particles are held in suspension in their associated liquids                     | 10. Blanch             |
| _____ k. | To add an edible decoration to a food or plate to make it more attractive                               | 11. Mince              |
| _____ l. | To form tiny flakes by rubbing food with pressure against a grater                                      | 12. Julienne           |
| _____ m. | To remove the inedible outer covering of fruits or vegetables, usually by hand                          | 13. Chop               |
| _____ n. | To cut or chop into very small pieces                                                                   | 14. Hull               |
|          |                                                                                                         | 15. Garnish            |
|          |                                                                                                         | 16. Cube               |
|          |                                                                                                         | 17. Shred              |
|          |                                                                                                         | 18. Temporary emulsion |
|          |                                                                                                         | 19. Scrape             |

### Written Test

- |           |                                                                                                                                                 |                  |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| _____ o.  | To let food stand in a savory sauce to enrich flavor or to tenderize                                                                            | 20. Toss         |
| _____ p.  | To cut foods, such as potatoes, cheese, meats, or carrots into thin strips                                                                      | 21. Tear         |
| _____ q.  | To cut off the outside covering with the aid of a knife                                                                                         | 22. Pit          |
| _____ r.  | To strip off the outside covering without using a knife                                                                                         | 23. Slice        |
| _____ s.  | To remove the stone or seeds from fruit                                                                                                         | 24. Piquant      |
| _____ t.  | The formation of brown spots on salad greens due to improper handling and storage                                                               | 25. Salad greens |
| _____ u.  | Any cold dish of meat, poultry, fish, fruit, dairy products, or vegetables, served singly or in combination, usually with some form of dressing | 26. Unmold       |
| _____ v.  | To rub with the sharp edge of a knife or other utensil to remove skin or other undesirable matter                                               | 27. Peel         |
| _____ w.  | To cut into narrow strips with a knife or shredder                                                                                              | 28. Rusting      |
| _____ x.  | To cut across into flat pieces                                                                                                                  | 29. Salad        |
| _____ y.  | Leafy parts of plants which may be used alone or in a combination to form a green salad.                                                        | 30. Pare         |
| _____ z.  | To divide lettuce or other salad greens into large pieces                                                                                       | 31. Break        |
| _____ aa. | To separate salad greens into pieces                                                                                                            |                  |
| _____ bb. | Emulsion that separates soon after mixing                                                                                                       |                  |

### Written Test

- \_\_\_\_\_cc. To mix lightly by lifting the ingredients with a fork to avoid bruising the vegetables or fruits
- \_\_\_\_\_dd. To loosen and remove from a container
- \_\_\_\_\_ee. Agreeably stimulating to the palate; savory
2. Complete the following list of duties of a salad maker by circling the correct words.
- a. Prepares salads, appetizers, sandwich fillings and other (main courses, cold dishes).
  - b. (Carves and slices, Carves and prepares) meats and cheese.
  - c. (Refrigerates, Portions) and arranges food on serving dishes.
  - d. (Mixes, Portions) fruit sauces and cheese.
  - e. (Measures, Obtains) and (prepares, mixes) ingredients to make salad dressings, gelatin desserts, cold desserts and bread items.
3. Match the types of salads on the right with their characteristics.
- |                                                                                                                                                               |                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| _____a. Food or drink served before a meal to stimulate the appetite; should be appealing and light in character                                              | 1. Main course salad |
| _____b. Any reasonable combination of meat, poultry, fish, fruit, vegetable, dairy, gelatin, or macaroni products that constitutes the largest part of a meal | 2. Appetizer         |
| _____c. A usually sweet combination of fruits, nuts, dairy products, or gelatin; may be molded or frozen                                                      | 3. Dessert salad     |
| _____d. A side salad served with the dinner or as a separate course in a moderate portion that offers contrast with the rest of the dinner                    | 4. Accompaniment     |

### Written Test

4. Match the basic parts of a salad on the right with their functions.

- |          |                                                                                   |             |
|----------|-----------------------------------------------------------------------------------|-------------|
| _____ a. | Constitutes main part of the salad; usually gives the salad its name              | 1. Body     |
| _____ b. | Served over salad to add flavor or mixed into salads to bind ingredients together | 2. Garnish  |
| _____ c. | Gives contrast and eye appeal to the salad                                        | 3. Base     |
| _____ d. | Covers bare plate or bowl to add contrast in color and texture                    | 4. Dressing |

5. Select true statements concerning preparation and storage of salad greens by placing an "X" in each appropriate blank.

- \_\_\_\_\_ a. Wash leafy ingredients only once in a large quantity of warm water, separating the leaves to remove all traces of dirt and pesticides.
- \_\_\_\_\_ b. Remove cores from heads of lettuce by smashing the heads on the countertop.
- \_\_\_\_\_ c. Drain salad greens well in a colander or wire salad basket after washing.
- \_\_\_\_\_ d. Place greens uncovered in the refrigerator.
- \_\_\_\_\_ e. Wash and dry parsley, then store in a tightly covered container in the refrigerator.
- \_\_\_\_\_ f. Serve only dry and crisp greens.
- \_\_\_\_\_ g. Cut or tear mixed salad greens into bite size pieces as a convenience to the guest.

6. Complete the following statements concerning handling and storing fruits and vegetables by circling the correct word.

- a. Unripe fruits may be stored at room temperature until (ripened, thawed), then refrigerated.
- b. Bananas should not be refrigerated because this causes them to (darken, lighten) without ripening.
- c. Tomatoes should be placed in a dry, dark area out of the (sun, air) to ripen.

### Written Test

- d. Melons give off a characteristic odor and should not be (stored, served) near butter or other products that may absorb their odor or flavor.
  - e. (Tomatoes, Melons) that have been cut will absorb other odors and should not be stored near strong flavored vegetables such as cabbage.
  - f. Canned fruits and vegetables should be of high quality and (purchased, stored) by size and count specification.
  - g. Canned goods should be stored in a cool, dry place and refrigerated (opened, unopened) overnight prior to serving.
  - h. Some fresh fruits and vegetables turn dark when cut and exposed to air; to prevent discoloration, they may be sprinkled, brushed, or marinated in liquids of acid content, such as orange, grapefruit, lemon, lime, or pineapple juice or (sugared, salted) cold water.
  - i. All fruits should be (washed, soaked) prior to use to remove surface soil, insecticides, herbicides, and preservatives such as the wax on apples.
  - j. Fruits may be left whole or cut into (halves, pieces) suitable for use.
  - k. Raw fruits should be prepared as close to (purchase, serving) time as possible and returned to the refrigerator until they are served.
  - l. Stainless steel knives, equipment, and utensils are best for fruit preparation because they do not stain or (bruise, discolor) foods.
7. Select true statements concerning general suggestions for making salads by placing an "X" in each appropriate blank.
- \_\_\_\_\_ a. Salad greens for an individual salad are usually arranged with the stem ends toward the center of the plate.
  - \_\_\_\_\_ b. Salad dressing should be added with salad greens during preparation to prevent wilting.
  - \_\_\_\_\_ c. Head lettuce salad is easier to eat if served in one thick wedge.
  - \_\_\_\_\_ d. Salads are most pleasing when foods with contrasting color, flavor, form, and texture are combined.
  - \_\_\_\_\_ e. A salad is more attractive if it is crisp and colorful.
  - \_\_\_\_\_ f. Avoid a flat salad by arranging the dressing of the salad high in the center.

### Written Test

- \_\_\_\_\_g. Firm vegetables are more flavorful and easier to eat when cut or shredded.
  - \_\_\_\_\_h. Vegetables and fruits such as cauliflower and apples should be cut so they can be easily eaten with a fork.
  - \_\_\_\_\_i. Meat or potato salads and vegetable slaws should have dressing added in time to allow flavors to blend.
  - \_\_\_\_\_j. The color of raw fruit is not important.
  - \_\_\_\_\_k. Meats used in a salad should be sliced.
  - \_\_\_\_\_l. Meat salads are improved by marinating.
  - \_\_\_\_\_m. Cheese adds only to the color of many salads.
  - \_\_\_\_\_n. Nuts used in a salad should be whole.
8. Complete the following statements concerning factors which may affect gelatins.
- a. The proper \_\_\_\_\_ of gelatin to liquid must be maintained.
  - b. Only \_\_\_\_\_ liquid will completely dissolve gelatin.
  - c. The remaining liquid should be cold and may be substituted with \_\_\_\_\_.
  - d. Gelatin sets more rapidly at \_\_\_\_\_ temperatures.
  - e. The longer gelatin takes to set, the stiffer or more \_\_\_\_\_ it becomes.
  - f. Vinegar and some fruit acids inhibit the \_\_\_\_\_ action of the gelatin.
  - g. Some fruits, such as fresh \_\_\_\_\_ and kiwi fruit, cannot be added to gelatin unless they have been boiled.
  - h. Excess amounts of \_\_\_\_\_ will inhibit gelling action.
  - i. Gelatin may be \_\_\_\_\_ to increase volume.



### Written Test

9. Select true statements concerning methods of serving salads by placing an "X" in each appropriate blank.

- \_\_\_\_\_ a. When serving an individual salad, keep salad greens within the margin of the plate.
- \_\_\_\_\_ b. Bowl salads are mixed in individual salad bowls.
- \_\_\_\_\_ c. Combine green salad and dressing at the table, never before serving.
- \_\_\_\_\_ d. Include strips or cubes of cheese or cold, cooked meats in a main course bowl salad.
- \_\_\_\_\_ e. Molded salads should be served only as a large mold for a buffet.
- \_\_\_\_\_ f. Prepare a molded salad one day in advance to serving to assure proper set.
- \_\_\_\_\_ g. Combine meat, fish, or potato salad with appropriate dressing a day or two in advance to allow flavors to blend in refrigerator before serving.
- \_\_\_\_\_ h. The shape of a molded salad is determined by the container in which it is prepared.

10. Select characteristics of a quality salad by placing an "X" in the appropriate blanks.

- \_\_\_\_\_ a. Fresh ingredients
- \_\_\_\_\_ b. Elaborate
- \_\_\_\_\_ c. Eye appealing
- \_\_\_\_\_ d. Foods not overcooked
- \_\_\_\_\_ e. Warm plates for cold food
- \_\_\_\_\_ f. Foods properly drained
- \_\_\_\_\_ g. Foods not identifiable



### Written Test

11. Match the basic types of salad dressings on the right with their characteristics. Answers may be used more than once.

- |          |                                                                       |                     |
|----------|-----------------------------------------------------------------------|---------------------|
| _____ a. | Requires refrigeration to prevent possibility of food borne illnesses | 1. Oil-based        |
| _____ b. | Requires cooking in a double boiler                                   | 2. Mayonnaise-based |
| _____ c. | Pours easily                                                          | 3. Boiled           |
| _____ d. | Consists of temporary emulsion of oil, acids, and seasonings.         |                     |
| _____ e. | Should be thickened to the consistency of medium to thick white sauce |                     |
| _____ f. | Usually does not pour easily and must be spooned over salads          |                     |

12. Complete the following statements concerning factors to consider in the selection of salad dressings by circling the correct word.

- a. The dressing should suit the salad in (container, flavor) consistency, color, and appearance.
- b. The dressing should have nutritional value and enhance the (texture, flavor) of the salad.
- c. The (amount, type) of dressing should be sufficient to flavor the entire salad.
- d. Salads with (distinct, bland) flavor require mild seasoning.
- e. Mayonnaise and its variations may be used with (all, lettuce) types of salads.
- f. Temporary emulsion dressings are quite versatile although they are most commonly used in (bean, tossed) salads.
- g. Dressings may be served separately or mixed into the salad (hours, immediately) before serving.

### Written Test

13. List six common types of garnishes.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

14. Select true statements concerning suggestions for using garnishes by placing an "X" in the appropriate blanks.

- \_\_\_\_\_ a. Use garnishes that can be eaten.
- \_\_\_\_\_ b. Be sure garnishes are fresh.
- \_\_\_\_\_ c. Try to keep the temperature of garnishes cooler than the temperature of the food.
- \_\_\_\_\_ d. Use toothpicks in garnishes.
- \_\_\_\_\_ e. Garnishes should complement salad in flavor, consistency, color, and appearance.

15. Complete the following list of statements concerning characteristics of a salad bar by circling the correct words.

- a. A variety of salad ingredients, including (four to six, two to three) different dressings, should be offered.
- b. A method of keeping ingredients (chilled, green) is necessary.
- c. Chilled (radishes, plates) should be available.
- d. (Hair, Sneeze) guards and other sanitary measures are required.
- e. (Portion, Theft) control may be aided by type or size of plate used.
- f. (Ingredients, Dressings) must be maintained in fresh condition.

### Written Test

16. Arrange in order the steps for setting up a salad bar by numbering from 1 to 8.
- \_\_\_\_\_ a. Place plates in the plate cooler.
  - \_\_\_\_\_ b. Fill the ice bin.
  - \_\_\_\_\_ c. Place salads on the bar in an attractive arrangement.
  - \_\_\_\_\_ d. Clean all surfaces on the salad bar.
  - \_\_\_\_\_ e. Place tongs or spoons in the bowls of salad.
  - \_\_\_\_\_ f. Check the plate cooler for proper cooling, if applicable.
  - \_\_\_\_\_ g. Fill the dressing containers.
  - \_\_\_\_\_ h. Place croutons near the dressings.
17. Complete the following statements concerning the arrangement of a salad bar by circling the correct words.
- a. Plates are (first, second).
  - b. Large lettuce salad is placed next to (plates, croutons).
  - c. (Small salads, Dressings) are placed next so the guests may make their own selections.
  - d. Dressings, crackers, and condiments are placed (last, next to small salads).
18. List four ways to maintain a salad bar.
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_

### Written Test

19. Select true statements concerning steps in breaking down and cleaning up a salad bar by placing an "X" in the appropriate blanks.

- \_\_\_\_\_ a. Remove dressing containers
- \_\_\_\_\_ b. Move dressings to clean containers and refrigerate.
- \_\_\_\_\_ c. Remove cover, and refrigerate remaining salads in clean containers.
- \_\_\_\_\_ d. Leave ice in salad bar.
- \_\_\_\_\_ e. Do not drain or sponge up water left in the bar.
- \_\_\_\_\_ f. Wipe down the salad bar.

\*Permission to duplicate this test is granted.

**Salad Station  
Unit 6**

**Unit Evaluation Form**

Student Name \_\_\_\_\_ Unit Rating \_\_\_\_\_

Job Sheet 1—Prepare and Evaluate a Garden Salad Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 2—Prepare and Evaluate a Chef Salad Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 3—Prepare and Evaluate Coleslaw Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 4—Prepare and Evaluate Potato Salad Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 5—Prepare and Evaluate Jellied Bing Cherry Salad Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Written Test Scores**

Pretest \_\_\_\_\_ Posttest \_\_\_\_\_ Other \_\_\_\_\_

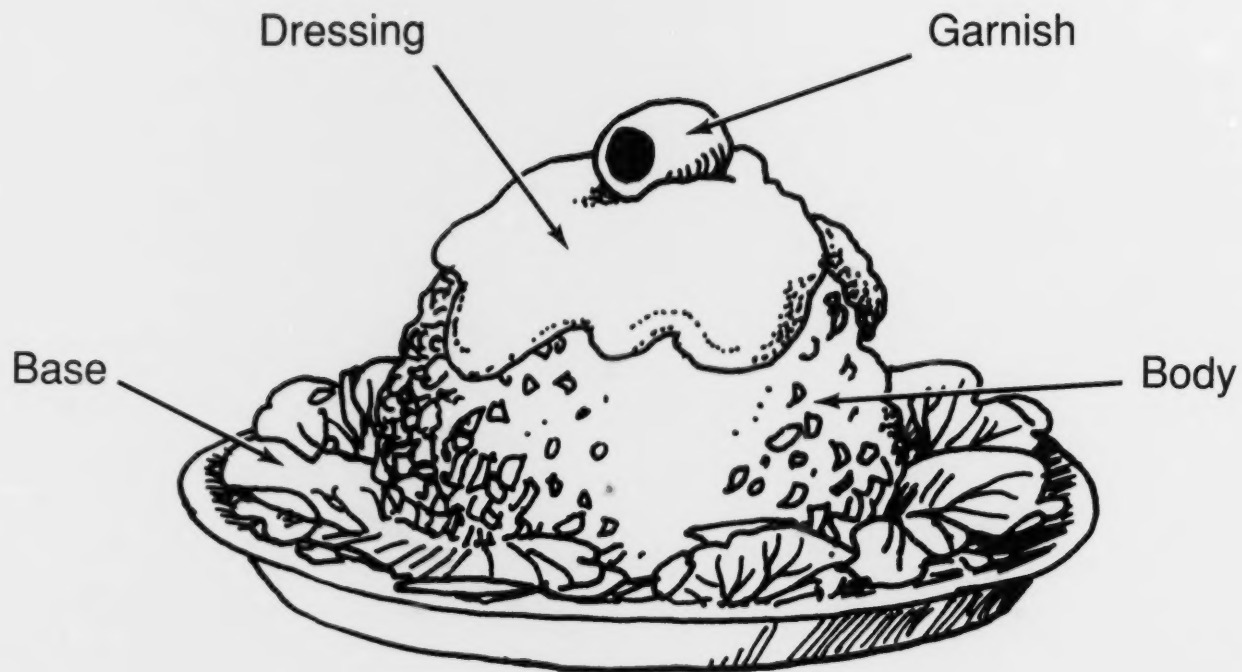
Other \_\_\_\_\_  
\_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**\*Permission to duplicate this form is granted.**

## Parts of a Salad



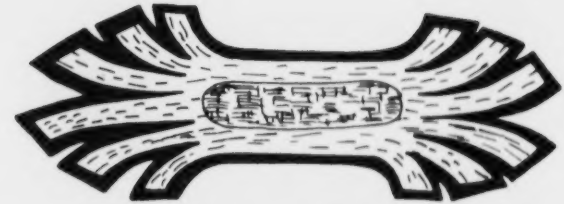
## Common Types of Garnishes



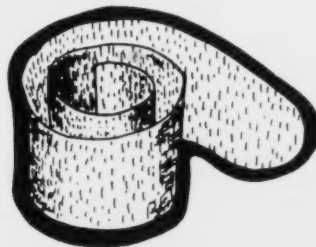
Radish Rose



Radish Accordion



Celery Fan



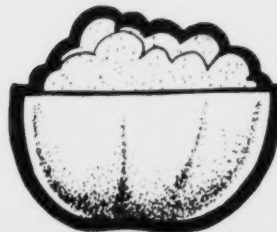
Carrot Curl



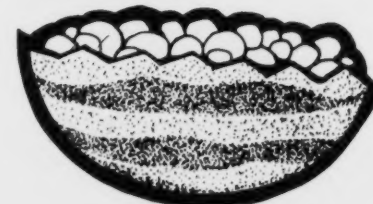
Scored Cucumber



Citrus Cup

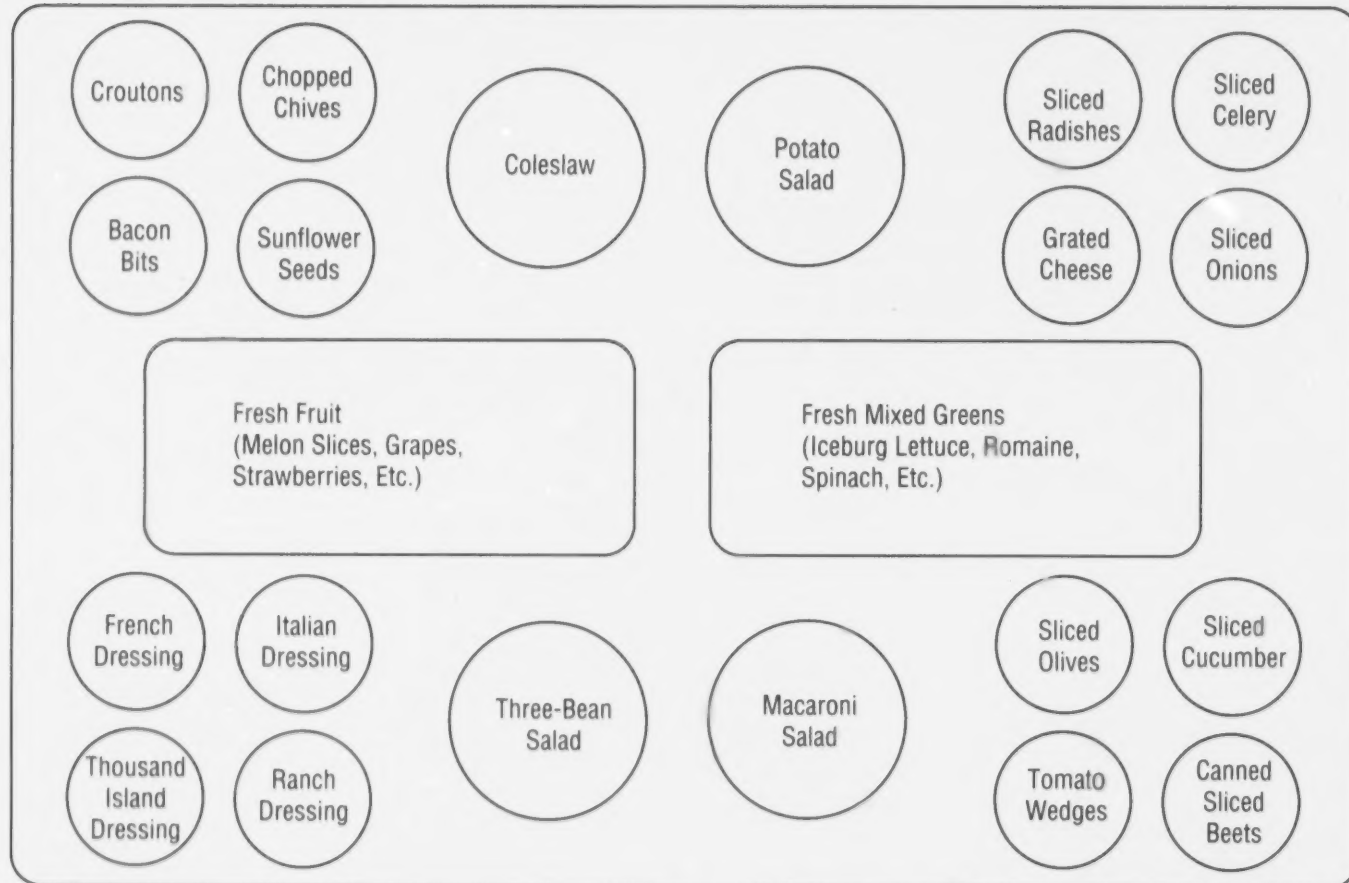


Tomato Cup



Melon Basket

## Typical Salad Bar Arrangement





## Salad Station Unit 6

### Information Sheet

#### 1. Terms and definitions

- a. **Blanch** — To briefly boil or steam, making the skins of fruits and nut meats easy to remove  
  
Note: Blanching also stops the enzymatic action in foods so they retain flavor and color when frozen.
- b. **Break** — To divide lettuce or other salad greens into large pieces
- c. **Chill** — To place in the refrigerator until cooled to temperatures between 33° and 40° Fahrenheit
- d. **Chop** — To cut into random pieces with a sharp knife
- e. **Core** — To remove the inedible center portions of apples, pears, or pineapples
- f. **Crouton** — Toasted bread shapes usually served with salads or soups
- g. **Cube** — To cut into square pieces of uniform size
- h. **Cut** — To divide food into small pieces
- i. **Dice** — To cut into small cubes, usually less than ½ inch square
- j. **Emulsion** — A mixture in which oil particles are held in suspension in their associated liquids
- k. **Emulsifying agent** — A product that when added to an emulsion prevents separation, thus keeping the oil in permanent suspension
- l. **Garnish** — To add an edible decoration to a food or plate of food to make it more attractive  
  
Note: Garnishes often add nutritional value as well.
- m. **Grate** — To form tiny flakes by rubbing food with pressure against a grater
- n. **Hull** — To remove the inedible outer covering of fruits or vegetables, usually by hand
- o. **Julienne** — To cut foods, such as potatoes, cheese, meats, or carrots into thin strips
- p. **Marinate** — To let food stand in a savory sauce to enrich flavor or to tenderize

## Information Sheet

- q. **Mince** — To cut or chop into very small pieces
- r. **Pare** — To cut off the outside covering with the aid of a knife
- s. **Peel** — To strip off the outside covering without using a knife  
Examples: Bananas, oranges
- t. **Piquant** — Agreeably stimulating to the palate; savory
- u. **Pit** — To remove the stone or seeds from fruit
- v. **Rusting** — The formation of brown spots on salad greens due to improper handling and storage
- w. **Salad** — Any cold dish of meat, poultry, fish, fruit, dairy products, ~~or~~ vegetables, served singly or in combination, usually with some form of dressing
- x. **Salad greens** — Leafy parts of plants which may be used alone or in combination to form a green salad  
Examples: Romaine, spinach
- y. **Scrape** — To rub with the sharp edge of a knife or other utensil to remove skin or other undesirable matter  
Example: Outer portion of a carrot
- z. **Shred** — To cut into narrow strips with a knife or shredder
- aa. **Slice** — To cut across into flat pieces  
Examples: Tomatoes, cucumbers
- bb. **Tear** — To separate salad greens into pieces
- cc. **Temporary emulsion** — Emulsion that separates soon after mixing
- dd. **Toss** — To mix lightly by lifting the ingredients with a fork to avoid bruising the vegetables or fruits
- ee. **Unmold** — To loosen and remove from a container

## Information Sheet

### 2. Duties of a salad maker

- a. Prepares salads, appetizers, sandwich fillings and other cold dishes.
- b. Carves and slices meats and cheese.
- c. Portions and arranges food on serving dishes.
- d. Mixes fruit sauces and cheese.
- e. Measures and mixes ingredients to make salad dressings, gelatin desserts, cold desserts and bread items.
- f. Portions fruit sauces and juices.

### 3. Types of salads and their characteristics

- a. Appetizer — Food or drink served before a meal to stimulate the appetite; should be appealing and light in character

Examples: Shrimp cocktail, fruits, pickled herring

- b. Accompaniment — A side salad served with the dinner or as a separate course in a moderate portion that offers contrast with the rest of the dinner

Examples: Mixed salad greens, pear and cottage cheese, pickled beets

- c. Main course salad — Any reasonable combination of meat, poultry, fish, fruit, vegetable, dairy, gelatin, or macaroni products that constitutes the largest part of a meal

Examples: Chicken salad with celery or pineapple, fruit salad plate, tomato stuffed with tuna salad, avocado stuffed with crabmeat, chef's salad

- d. Dessert salad — A usually sweet combination of fruits, nuts, dairy products, or gelatin; may be molded or frozen

Examples: Ginger ale salad mold, ambrosia, strawberry mousse

### 4. Basic parts of a salad and their functions

- a. Base — Covers bare plate or bowl to add contrast in color and texture

Note: The base of the salad is placed on the plate first and is usually some form of salad green, such as lettuce.

- b. Body — Constitutes the main part of the salad; usually gives the salad its name

### Information Sheet

- c. Dressing — Served over salad to add flavor or mixed into salads to bind ingredients together
- d. Garnish — Gives contrast and eye appeal to the salad

Note: A garnish should not be so elaborate as to detract from the body; the flavor and texture should be related to the salad.

#### 5. Preparation and storage of salad greens

- a. Wash leafy ingredients thoroughly several times in a large quantity of cold water, separating the leaves to remove all traces of dirt and pesticides.

Note: Excessive handling of greens too far ahead of use results in rusting.

- b. Remove the cores from heads of lettuce.

Note: Do not smash the core with force as this may cause the lettuce to bruise or rust.

- c. Drain salad greens well in a colander or wire salad basket after washing.

Note: Draining removes excess moisture and allows grit and dirt to settle to the bottom of the sink and not back into the greens. This technique should be followed when washing all fruits and vegetables.

- d. Place greens in appropriate storage containers and refrigerate to crisp them.
- e. Serve only dry and crisp greens.
- f. Cut or tear mixed salad greens into bite size pieces as a convenience to the guest.
- g. Wash and dry parsley, then store in a tightly covered container in the refrigerator.

Note: Parsley has better keeping qualities than watercress but loses its crispness if not stored properly.

## Information Sheet

### 6. Handling and storing fruits and vegetables

- a. Unripe fruits may be stored at room temperature until ripened, then refrigerated.
- b. Bananas should not be refrigerated because this causes them to darken without ripening.
- c. Tomatoes should be placed in a dry, dark area out of the sun to ripen; strong sunlight may cause them to rot.
- d. Melons give off a characteristic odor and should not be stored near butter or other products that may absorb their odor or flavor.
- e. Melons that have been cut will absorb other odors and should not be stored near strong flavored vegetables such as cabbage.
- f. Canned fruits and vegetables should be of high quality and purchased by size and count specification.
- g. Canned goods should be stored in a cool, dry place and refrigerated unopened overnight prior to serving.
- h. Some fresh fruits and vegetables turn dark when cut and exposed to the air; to prevent discoloration they may be sprinkled, brushed, or marinated in liquids of acid content, such as orange, grapefruit, lemon, lime, or pineapple juice, or salted cold water.

Note: Marination not only prevents discoloration but improves the flavor of normally bland or mild fruits.

Examples: Bananas, apples, pears, peaches, avocados

- i. All fruits should be washed prior to use to remove surface soil, insecticides, herbicides, and preservatives such as the wax on apples.
- j. Fruits may be left whole or cut into pieces suitable for use.

Examples: A fresh pear may be washed and served whole, whereas an orange might be peeled and divide into segments for serving.

- k. Raw fruits should be prepared as close to serving time as possible and returned to the refrigerator until they are served.
- l. Stainless steel knives, equipment, and utensils are best for fruit preparation because they do not stain or discolor foods.

## Information Sheet

## 7. General suggestions for making salads

**Caution: Since salads are eaten raw, strict sanitation rules must be followed.**

- a. Salad greens for an individual salad are usually arranged with the stem ends toward the center of the plate.
- b. Salad dressing should be added just before serving or served on the side to prevent wilting of the salad greens.

Note: Excess dressing tends to make salad watery and alters the desired result.

- c. Head lettuce salad is easier to eat if served in thin, overlapping wedges rather than one thick wedge.
- d. Salads are most pleasing when foods with contrasting color, flavor, form, and texture are combined.
- e. A salad is more attractive if it is crisp and colorful.
- f. Avoid a flat salad by arranging the body of the salad high on the serving dish.
- g. Firm vegetables are more flavorful and easier to eat when cut or shredded.

Examples: Cabbage, carrots

- h. Vegetables and fruits such as cauliflower and apples should be cut so they can be easily eaten with a fork.
- i. Pieces should be large enough to keep their identity, yet not so large that they are difficult to eat.

Examples: Mixed fruit salad pieces should be about  $\frac{3}{4}$  inch.

- j. Meat or potato salads and vegetable slaws should have dressing added in time to allow flavors to blend.
- k. Raw fruits should be fresh and brightly colored when served.
- l. Meats used in a salad should be cut into bite-size or smaller pieces.
- m. Meat salads are improved by marinating.
- n. Cheese adds to the flavor of many salads; mild flavored cheese may be diced or coarsely shredded; cheeses with more pronounced flavors are crumbled, grated, or finely shredded.
- o. Nuts used in a salad should be coarsely cut or broken.



## Information Sheet

### 8. Factors which may affect gelatins

- a. The proper ratio of gelatin to liquid must be maintained.
  - Too much gelatin results in a stiff, rubbery product.
  - Too little gelatin produces a soft, sloppy product.
- b. Only boiling liquid will completely dissolve gelatin.

Note: This is usually not more than half the total liquid required.
- c. The remaining liquid should be cold and may be substituted with ice.
- d. Gelatin sets more rapidly at cooler temperatures.
- e. The longer gelatin takes to set, the stiffer or more rubbery it becomes.
- f. Vinegar and some fruit acids inhibit the gelling action of the gelatin.
- g. Some fruits, such as fresh pineapple and kiwi fruit, cannot be added to gelatin unless they have been boiled.

Note: Gelatins containing fresh pineapple or kiwi fruit will **never** set.

- h. Excess amounts of sugar will inhibit gelling action.
- i. Gelatin may be whipped to increase volume.

Note: Whipping will also decrease the gelling action.

### 9. Methods of serving salads

- a. Individual salads
  - Serve in an individual salad bowl or on a salad plate.

Note: Some salads are served in crisp, edible tortilla shells.
  - Keep salad greens within the margin of the plate.

Note: Do not allow the salad to extend over the edge of the plate.
  - Arrange salad ingredients attractively.
  - Add dressing just before serving or serve on the side.

### Information Sheet

#### b. Bowl salads

- Mix ingredients in a large bowl by tossing with a salad fork and spoon, then serve in individual bowls.

Example: Caesar salad

- Combine green salad and dressing at the table or immediately before serving.

Note: A green salad will wilt if it sits too long.

- Combine meat, fish, or potato salad with appropriate dressing a few hours in advance and refrigerate to allow flavors to blend before serving.
- Include strips or cubes of cheese or cold, cooked meats in a main course bowl salad.

#### c. Molded salads

Note: Frozen salad is a variation of a molded salad.

- Serve as an individual salad or as a large mold for a buffet.
- Prepare one day in advance of serving to assure proper set.
- The shape of the salad is determined by the container in which it is prepared.

### 10. Characteristics of a quality salad

#### a. Fresh ingredients

Note: Make sure ingredients are fresh when purchased and maintained during preparation.

#### b. Eye appeal

Note: Use contrast and harmony, both in color and texture.

#### c. Simplicity

Note: Keep it simple; do not make it too elaborate or overgarnish.

#### d. Tempting flavor



### Information Sheet

- e. Properly drained ingredients

Note: Excess water weakens dressings and looks sloppy on the plate.

- f. Properly cooked ingredients

Note: Overcooking destroys color, nutrients, and texture.

- g. Identifiable ingredients

- h. Appropriate food combinations

Note: Use imagination, but choose ingredients with care.

Example: Pineapple and coconut go well with poultry, but not with tuna.

- i. Properly chilled foods

Note: Salads lose flavor when served too cold or too warm.

- j. Cold plates for cold food

Note: Cold plates are especially important during summer months.

#### 11. Basic types of salad dressings and their characteristics

- a. Oil-based

Examples: French, Italian, vinegar and oil

- Consists of temporary emulsion of oil, acids (usually vinegar or lemon juice), and seasonings
- Amount of acid to oil varies as to kind and amount of seasoning

Note: Use one part acid to three parts oil to make a good oil-based dressing.

- Made by beating or shaking ingredients together; usually must be shaken again before use as the emulsion separates easily after preparation
- By adding an emulsifying agent, dressings may be made semi-permanent
- Pours easily

### Information Sheet

b. Mayonnaise-based

Examples: Thousand Island, bleu cheese

Note: Excellent commercial mayonnaise is readily available.

- Consists of permanent emulsion of oil, egg yolks (emulsifying agent), acid (usually vinegar), and seasonings
- Requires refrigeration to prevent possibility of food-borne illnesses
- Usually does not pour easily and must be spooned over salads

c. Boiled

- Requires cooking in a double boiler
- Should be thickened to the consistency of medium to thick white sauce

**12. Factors to consider in the selection of salad dressings**

- a. The dressing should suit the salad in flavor, consistency, color, and appearance.
- b. The dressing should have nutritional value and enhance the flavor of the salad.
- c. The amount of dressing should be sufficient to flavor the entire salad.
- d. Salads with distinct flavor require mild seasoning.
- e. Salads with bland characteristics require more highly seasoned dressings.
- f. Fruit dressings should be used only for fruits.
- g. Mayonnaise and its variations may be used with all types of salads.
- h. Temporary emulsion dressings are quite versatile although they are most commonly used in tossed salads.
- i. Dressings may be served separately or mixed into the salad immediately before serving.

Note: This does not include salads requiring marination, such as coleslaw, potato salad, poultry salads, and meat salads.

## Information Sheet

### 13. Common types of garnishes

- a. Radish rose
- b. Radish accordian
- c. Celery fan
- d. Carrot curl
- e. Scored cucumber
- f. Citrus cup
- g. Tomato cup
- h. Melon basket
- i. Parsley

### 14. Suggestions for using garnishes

Note: A garnish should improve the appearance of the salad without overwhelming it.

- a. Use garnishes that can be eaten.
- b. Balance the placement of garnishes on the salad.
- c. Experiment with garnishes, considering size, color, and texture.

Note: Natural foods such as paprika, pimento, lemon slices, green onions, or stuffed olives add color. Blue or purple fresh vegetables fade, but they can be used.

- d. Be sure garnishes are fresh.
- e. Drain garnishes to prevent liquid from getting into the food.
- f. Try to keep the temperature of garnishes near the temperature of the food.
- g. Avoid using toothpicks in garnishes.
- h. Garnishes should complement salad in flavor, consistency, color, and appearance.

**Information Sheet****15. Characteristics of a salad bar**

- a. Guests serve themselves
- b. A variety of salad ingredients, including four to six different dressings, should be offered.
- c. A method of keeping ingredients chilled is necessary.
- d. Chilled plates should be available.
- e. Sneeze guards and other sanitary measures are required.
- f. Portion control may be aided by type or size of plate used.
- g. Ingredients must be maintained in fresh condition.

**16. Steps for setting up a salad bar**

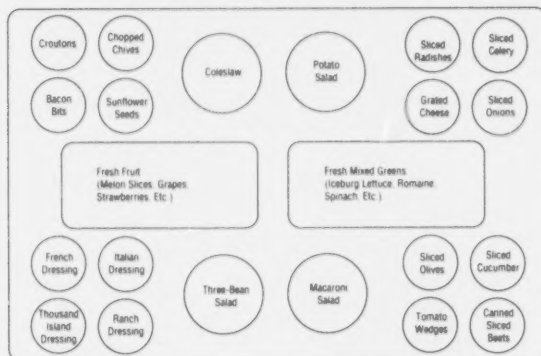
Note: Salad bar arrangements vary from one operation to another.

- a. Clean all surfaces on the salad bar.
- b. Check the plate cooler for proper cooling, if applicable.
- c. Fill the ice bin.
- d. Place plates in the plate cooler.
- e. Fill the dressing containers.
- f. Place croutons near the dressings.
- g. Place salads on the bar in an attractive arrangement.
- h. Place tongs or spoons in the bowls of salad.

## Information Sheet

### 17. Arrangement of a salad bar

Note: Salad bar layout may vary from one operation to another.



- Plates are first.
- Large lettuce salad is placed next to plates.
- Small salads are placed next so the guests may make their own selections.
- Dressings, crackers, and condiments are placed last.

### 18. Ways to maintain a salad bar

- Keep the bar wiped clean.
- Keep ice clean and fresh.
- Keep dressing containers full.
- Keep dressing ladles clean.
- Replace bowls of salad or ingredients as they are depleted.

### 19. Steps in breaking down and cleaning a salad bar

- Remove the dressing containers.
- Place dressings in clean containers and refrigerate immediately.
- Remove and refrigerate remaining salads in clean covered containers.

**Note:** Use leftover salads first at the next service.

- d. Remove the ice from the salad bar.
- e. Drain or sponge up any water left in the salad bar.
- f. Wipe down the salad bar.

## Salad Station Unit 6

### Student Supplement 1—Determine Availability of Salad Greens in Your Area

Name \_\_\_\_\_

There are many varieties of salad greens. While the majority of them are available year round, the quality and price will vary with the season and area in which they are grown.

Visit a large supermarket or commercial produce distributor and determine how many of the following salad greens are available in your area. Check those available and write the price in the blank.

Note: Indicate with the price the unit it is based on, such as \$.89/head, \$1.29/lb., or \$.69/bunch.

Name of store or distributor: \_\_\_\_\_

- |                          |          |    |                                                                                                                                                                                                                                                                                                   |
|--------------------------|----------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | \$ _____ | 1. | <b>Iceberg or Head Lettuce.</b> This is perhaps the most familiar salad green, distinguished by its firm, compact head with light green leaves. Head lettuce will retain its crispness for a long time. It is used extensively as a base and as an ingredient in a large variety of mixed salads. |
| <input type="checkbox"/> | \$ _____ | 2. | <b>Boston Lettuce.</b> The round head has loosely packed, light green leaves that separate easily. It is tender and fragile. This type of lettuce blends well with other salad greens and makes an excellent salad base.                                                                          |
| <input type="checkbox"/> | \$ _____ | 3. | <b>Bibb Lettuce (Limestone Lettuce).</b> Similar to Boston lettuce in size and shape, but more crisp. Bibb lettuce is not plentiful in the general market. This type will wilt rapidly and does not ship well.                                                                                    |
| <input type="checkbox"/> | \$ _____ | 4. | <b>Escarole.</b> Also referred to as broad leaf endive, escarole has a fan-shaped, flat head with broad loose leaves. Darker green than its cousin chicory, it is rather bitter in taste. The ends are sometimes tough and rubbery and are often discarded.                                       |
| <input type="checkbox"/> | \$ _____ | 5. | <b>Leaf Lettuce.</b> This may also be called common lettuce because it is generally used as a base when preparing a salad. Color is light green and leaves are soft. This type of lettuce is also used on sandwiches.                                                                             |

## Student Supplement 1

- ☐ \$ \_\_\_\_\_ 6. **Romaine.** This has an elongated head with slender, loose, green leaves which are fairly coarse in mature plants. Outer leaves are dark green and inner leaves are usually white or cream colored. It will remain crisp longer and is used in mixed green salads.
- ☐ \$ \_\_\_\_\_ 7. **Belgian Endive.** A tightly packed, narrow head is typical of Belgian endive and size varies from four to six inches. Its center is pale yellow to white. Since it is grown and shipped mostly in the Atlantic coast area, it is usually expensive. Belgian endive is often served alone with appropriate dressing.
- ☐ \$ \_\_\_\_\_ 8. **Chinese Cabbage.** Also known as celery cabbage, Chinese cabbage has a long, narrow head with green leaves shading to white in center. It resembles cabbage in taste, but is somewhat milder. Crisp and bitter, it is excellent for mixed salads; also used in Chinese cookery.
- ☐ \$ \_\_\_\_\_ 9. **Watercress.** Sometimes used in green salads and soups, watercress is more extensively used as garnish for salads, fruits, and main dishes. It has tiny green leaves similar to small clover, but fragile, on thin stalks. Watercress is bound together in small bunches. Its taste is peppery and it is highly perishable. Keep refrigerated or iced.
- ☐ \$ \_\_\_\_\_ 10. **Parsley.** More properly classified as an herb, although used to a considerable extent as a garnish for salads and other dishes, parsley is also used in bouquet garni and as an ingredient in many types of cooking.
- ☐ \$ \_\_\_\_\_ 11. **Cilantro.** Also referred to as Mexican or Chinese parsley, cilantro has a zesty, exciting taste. The leaves are slightly more tender than parsley, but may be used in any way parsley is used. Cilantro is often used in trendy "California cuisine."
- ☐ \$ \_\_\_\_\_ 12. **Other:** \_\_\_\_\_
- ☐ \$ \_\_\_\_\_ 13. **Other:** \_\_\_\_\_
- ☐ \$ \_\_\_\_\_ 14. **Other:** \_\_\_\_\_



## Salad Station Unit 6

### Job Sheet 1—Prepare and Evaluate a Garden Salad

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                               | Rating |
|-------------------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning             | _____  |
| Product prepared according to recipe                              | _____  |
| Product evaluated according to given criteria                     | _____  |
| Sanitation and safety precautions observed                        | _____  |
| Servable product obtained (evaluation score of 16 or more points) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment**

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

**B. Procedure**

Note: This is an example of a mixed green salad. Other salads of this type are prepared in a similar fashion.

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.



## Job Sheet 1

| <b>Name:</b> Garden Salad                                                                |           |                                                                                        |
|------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------|
| <b>Yield:</b> 72                                                                         |           | <b>Portion:</b> 4 oz.                                                                  |
| <b>Utensils:</b> Cutting board, French knife, vegetable peeler, fork, grater, salad bowl |           |                                                                                        |
| Ingredients                                                                              | Quantity  | Method                                                                                 |
| Mixed greens (lettuce, romaine, escarole, etc. depending on quality and availability)    | 8 lb.     | 1. Clean, wash, and crisp all greens.                                                  |
| Cucumbers                                                                                | 3 lb.     | 2. Wash cucumbers, score with a fork; cut in half lengthwise, and slice thinly across. |
| Radishes                                                                                 | 2 bunches | 3. Wash and clean radishes. Slice thinly.                                              |
| Carrots                                                                                  | 12 oz.    | 4. Scrub and peel carrots and shred (medium) on grater.                                |
| Celery                                                                                   | ½ bunch   | 5. Wash celery. Slice thinly across on bias.                                           |
| Red onions                                                                               | 1 lb.     | 6. Peel red onions. Cut in half. Slice very thin.                                      |
| Tomatoes                                                                                 | 9         | 7. Wash tomatoes and remove stems.                                                     |
|                                                                                          |           | 8. Cut each tomato into 8 wedges.                                                      |
|                                                                                          |           | 9. Combine all ingredients except tomato wedges.                                       |
|                                                                                          |           | 10. Place portion in salad bowl and top with a tomato wedge.                           |

Note: Green pepper rings may be used as a garnish.

- ☐ 3. Evaluate the garden salad.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

## Job Sheet 1

| Standards of Quality | Characteristics                                                                       | Excellent<br>(5 pts.) | Good<br>(4 pts.) | Fair<br>(3 pts.) | Poor<br>(2 pts.) |
|----------------------|---------------------------------------------------------------------------------------|-----------------------|------------------|------------------|------------------|
| <b>Appearance</b>    | Colorful<br>Fresh<br>Arranged neatly and simply<br>Different ingredients identifiable |                       |                  |                  |                  |
| <b>Flavor</b>        | Fresh<br>Identifiable ingredients                                                     |                       |                  |                  |                  |
| <b>Texture</b>       | Crisp, crunchy                                                                        |                       |                  |                  |                  |
| <b>Temperature</b>   | Cold ingredients<br>Chilled plates                                                    |                       |                  |                  |                  |
| <b>Compatibility</b> | Appearance<br>Taste<br>Texture<br>Dressing                                            |                       |                  |                  |                  |

Total Points \_\_\_\_\_

## Scoring

- 21-25 points — Servable; good technique  
 16-20 points — Check technique; serve with improvement in mind  
 10-15 points — Check technique; do not serve

- ☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? \_\_\_\_\_

b. If the product was not servable, why? \_\_\_\_\_

\_\_\_\_\_

**Job Sheet 1**

c. Which of the following should be improved? \_\_\_\_\_

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Salad Station Unit 6

### Job Sheet 2—Prepare and Evaluate a Chef's Salad

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                               | Rating |
|-------------------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning             | _____  |
| Product prepared according to recipe                              | _____  |
| Product evaluated according to given criteria                     | _____  |
| Sanitation and safety precautions observed                        | _____  |
| Servable product obtained (evaluation score of 16 or more points) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 2

| <b>Name:</b> Chef's Salad                                                                      |                   |                                                       |
|------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------|
| <b>Yield:</b> One                                                                              |                   |                                                       |
| <b>Utensils:</b> Cutting board, French knife, measuring utensils, scales, salad bowl           |                   |                                                       |
| Ingredients                                                                                    | Quantity          | Method                                                |
| Mixed greens (escarole, lettuce, romaine, chicory, etc. depending on quality and availability) | 1 pt.             | 1. Clean, wash, and crisp all greens; chop coarse.    |
| Turkey, white meat                                                                             | $\frac{3}{4}$ oz. | 2. Place mixed greens in the salad bowl.              |
| Ham                                                                                            | $\frac{3}{4}$ oz. | 3. Julienne the turkey, ham, and Swiss cheese.        |
| Swiss cheese                                                                                   | $\frac{3}{4}$ oz. | 4. Wash tomato and remove stem; cut into wedges.      |
| Tomato                                                                                         | 1                 | 5. Slice hard boiled egg.                             |
| Hard cooked egg                                                                                | 1                 | 6. Arrange meat, cheese, tomato, and egg over greens. |
| Bleu cheese, crumbled                                                                          | 1 oz.             | 7. Sprinkle with bleu cheese.                         |
| Watercress                                                                                     | 1 spray           | 8. Place watercress spray in center of salad.         |

- ☐ 3. Evaluate the chef's salad.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

## Job Sheet 2

| Standards of Quality | Characteristics                                                                       | Excellent<br>(5 pts.) | Good<br>(4 pts.) | Fair<br>(3 pts.) | Poor<br>(2 pts.) |
|----------------------|---------------------------------------------------------------------------------------|-----------------------|------------------|------------------|------------------|
| <b>Appearance</b>    | Colorful<br>Fresh<br>Arranged neatly and simply<br>Different ingredients identifiable |                       |                  |                  |                  |
| <b>Flavor</b>        | Fresh<br>Not bland<br>Identifiable ingredients                                        |                       |                  |                  |                  |
| <b>Texture</b>       | Crisp, crunchy                                                                        |                       |                  |                  |                  |
| <b>Temperature</b>   | Cold ingredients                                                                      |                       |                  |                  |                  |
| <b>Compatibility</b> | Appearance<br>Taste<br>Texture<br>Dressing                                            |                       |                  |                  |                  |

Total Points \_\_\_\_\_

## Scoring

21-25 points — Servable; good technique

16-20 points — Check technique; serve with improvement in mind

10-15 points — Check technique; do not serve

- ☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? \_\_\_\_\_

b. If the product was not servable, why? \_\_\_\_\_

\_\_\_\_\_

**Job Sheet 2**

c. Which of the following should be improved? \_\_\_\_\_

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Salad Station Unit 6

### Job Sheet 3—Prepare and Evaluate Coleslaw

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                               | Rating |
|-------------------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning             | _____  |
| Product prepared according to recipe                              | _____  |
| Product evaluated according to given criteria                     | _____  |
| Sanitation and safety precautions observed                        | _____  |
| Servable product obtained (evaluation score of 16 or more points) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a marinated vegetable salad. Other salads of this type are prepared in a similar fashion.

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.



## Job Sheet 3

| <b>Name:</b> Coleslaw                                                                                                    |                      |                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------------------------------------|
| <b>Yield:</b> 50                                                                                                         |                      | <b>Portion:</b> 3 oz.                                                            |
| <b>Utensils:</b> Shredder, cutting board, French knife, mixing bowl, measuring utensils, scales, salad bowls, #10 disher |                      |                                                                                  |
| Ingredients                                                                                                              | Quantity             | Method                                                                           |
| Cabbage                                                                                                                  | 7 lb.                | 1. Wash, trim, and core cabbage.                                                 |
| Carrots                                                                                                                  | $\frac{3}{4}$ lb.    | 2. Clean and finely shred carrots.                                               |
| Onions, finely minced                                                                                                    | 4 oz.                | 3. Shred cabbage very fine. Mix with carrots and onion.                          |
| Vinegar                                                                                                                  | 12 $\frac{1}{4}$ oz. | 4. Mix all other ingredients, except lettuce, then combine with cabbage mixture. |
| Salad oil                                                                                                                | 6 oz.                | 5. Toss lightly, but mix well.                                                   |
| Sugar                                                                                                                    | 3 oz.                | 6. Chill thoroughly.                                                             |
| Dry mustard                                                                                                              | 2 tsp.               | 7. Wash, trim, and core lettuce; line salad bowls with lettuce leaves.           |
| Salt                                                                                                                     | 1 oz.                | 8. Serve coleslaw in center of lettuce cup.                                      |
| Mayonnaise                                                                                                               | 1 $\frac{1}{2}$ pt.  |                                                                                  |
| Lettuce                                                                                                                  | 4 heads              |                                                                                  |

Note: For mixed cabbage slaw, substitute 3 $\frac{1}{2}$  lb. red cabbage for half of the cabbage indicated in the recipe.

- ☐ 3. Evaluate the coleslaw.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

## Job Sheet 3

| Standards of Quality | Characteristics                                                                         | Excellent<br>(5 pts.) | Good<br>(4 pts.) | Fair<br>(3 pts.) | Poor<br>(2 pts.) |
|----------------------|-----------------------------------------------------------------------------------------|-----------------------|------------------|------------------|------------------|
| Appearance           | Colorful<br>Fresh<br>Arranged neatly and simply<br>Different ingredients identifiable   |                       |                  |                  |                  |
| Flavor               | Piquant (zesty)<br>Not bland<br>Flavor should be a blend of<br>ingredients and dressing |                       |                  |                  |                  |
| Texture              | Finely shredded<br>Ingredients well blended                                             |                       |                  |                  |                  |
| Temperature          | Cold ingredients<br>Chilled bowls                                                       |                       |                  |                  |                  |
| Compatibility        | Appearance<br>Taste<br>Texture<br>Dressing                                              |                       |                  |                  |                  |

Total Points \_\_\_\_\_

## Scoring

21-25 points — Servable; good technique

16-20 points — Check technique; serve with improvement in mind

10-15 points — Check technique; do not serve

- ☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? \_\_\_\_\_

b. If the product was not servable, why? \_\_\_\_\_

\_\_\_\_\_

## Job Sheet 3

c. Which of the following should be improved? \_\_\_\_\_

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Salad Station Unit 6

### Job Sheet 4—Prepare and Evaluate Potato Salad

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                               | Rating |
|-------------------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning             | _____  |
| Product prepared according to recipe                              | _____  |
| Product evaluated according to given criteria                     | _____  |
| Sanitation and safety precautions observed                        | _____  |
| Servable product obtained (evaluation score of 16 or more points) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment**

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

**B. Procedure**

Note: This is an example of a cooked ingredient salad. Other salads of this type are prepared in a similar fashion.

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 4

| <b>Name:</b> Potato Salad                                                                          |             |                                                                                                                     |
|----------------------------------------------------------------------------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Yield:</b> 50 portions                                                                          |             | <b>Portion:</b> 4½ oz.                                                                                              |
| <b>Utensils:</b> French knife, cutting board, vegetable peeler, stock pot, #8 disher, salad plates |             |                                                                                                                     |
| Note: This recipe is better if prepared over a two-day period.                                     |             |                                                                                                                     |
| Ingredients                                                                                        | Quantity    | Method                                                                                                              |
| Celery, diced fine                                                                                 | 1½ lb.      | 1. Combine the first five ingredients and refrigerate 2 to 3 hours or overnight, if possible.                       |
| Onions, minced                                                                                     | 3 oz.       | 2. Peel and cut potatoes into ¾ inch cubes. Boil until nearly tender. Keep slightly undercooked.                    |
| Hard cooked eggs, chopped medium                                                                   | 8           | 3. Place pot of potatoes in sink under cold running water until potatoes are cool enough to handle, but still warm. |
| Pimientos, diced, drained                                                                          | 1 7-oz. can | 4. Drain potatoes very well and toss with French dressing and small amounts of salt and pepper.                     |
| Mayonnaise                                                                                         | About 1 qt. | 5. Refrigerate until cool, then combine with mayonnaise mixture.                                                    |
| Potatoes, A P                                                                                      | 12 lb.      | 6. Wash, trim, and core lettuce, place on salad plates as a base.                                                   |
| French dressing                                                                                    | 5 oz.       | 7. Serve scoops of potato salad in lettuce cups.                                                                    |
| Salt                                                                                               | To taste    |                                                                                                                     |
| Pepper                                                                                             | To taste    |                                                                                                                     |
| Lettuce                                                                                            | 4 heads     |                                                                                                                     |

Note: Potatoes will crush somewhat when mixing. It is important that they are not overcooked or they will mash completely. Consistency may be adjusted as required.

- ☐ 3. Evaluate the potato salad.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

## Job Sheet 4

| Standards of Quality | Characteristics                                                                      | Excellent<br>(5 pts.) | Good<br>(4 pts.) | Fair<br>(3 pts.) | Poor<br>(2 pts.) |
|----------------------|--------------------------------------------------------------------------------------|-----------------------|------------------|------------------|------------------|
| Appearance           | Colorful<br>Fresh<br>Ingredients identifiable                                        |                       |                  |                  |                  |
| Flavor               | Piquant (zesty)<br>Not bland<br>Flavor should be a blend of ingredients and dressing |                       |                  |                  |                  |
| Texture              | Cubed, not lumpy<br>Not crisp (undercooked)<br>Not mashed (overcooked)               |                       |                  |                  |                  |
| Temperature          | Chilled plates<br>Cold ingredients                                                   |                       |                  |                  |                  |
| Compatibility        | Appearance<br>Taste<br>Texture<br>Dressing                                           |                       |                  |                  |                  |

Total Points \_\_\_\_\_

## Scoring

21-25 points — Servable; good technique

16-20 points — Check technique; serve with improvement in mind

10-15 points — Check technique; do not serve

- ☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? \_\_\_\_\_

b. If the product was not servable, why? \_\_\_\_\_

\_\_\_\_\_

## Job Sheet 4

c. Which of the following should be improved? \_\_\_\_\_

- Measuring
- Temperature
- Mixing
- Preparation

- ☐ 5. Clean utensils and return unused ingredients to proper storage.
- ☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Salad Station Unit 6

### Job Sheet 5—Prepare and Evaluate Jellied Bing Cherry Salad

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                               | Rating |
|-------------------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning             | _____  |
| Product prepared according to recipe                              | _____  |
| Product evaluated according to given criteria                     | _____  |
| Sanitation and safety precautions observed                        | _____  |
| Servable product obtained (evaluation score of 16 or more points) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a gelatin salad. Other salads of this type are prepared in a similar fashion.

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.



## Job Sheet 5

**Name:** Jellied Bing Cherry Salad**Yield:** 50 portions**Portion:** 3 oz.**Utensils:** Stock pot, French knife, cutting board, measuring utensils, scales, individual molds or pans, pastry bag, star tip, salad plates

| Ingredients                             | Quantity                  | Method                                                                                             |
|-----------------------------------------|---------------------------|----------------------------------------------------------------------------------------------------|
| Bing cherries, canned,<br>whole, pitted | 2 No. 2 cans              | 1. Drain cherries, reserving liquid. Add cold water to cherry liquid to make $\frac{1}{2}$ gallon. |
| Black cherry gelatin                    | 24 oz.                    | 2. Dissolve gelatin in $\frac{1}{2}$ gal. boiling water.                                           |
| Boiling water                           | $\frac{1}{2}$ gal.        | 3. Add $\frac{1}{2}$ gal. cold liquid; stir well.                                                  |
| Cold water                              | As needed<br>(see step 1) | 4. Chill until slightly thickened.                                                                 |
| Cream cheese                            | 2 lb.                     | 5. Chop cherries and fold into thickened gelatin. Pour into individual molds or pans.              |
| Milk                                    | To thin                   | 6. Chill until firm.                                                                               |
| Lettuce                                 | 4 heads                   | 7. Soften cream cheese with small amount of milk or cream. Place in pastry bag with star tip.      |
|                                         |                           | 8. Wash, trim, and core lettuce; place on salad plates as a base.                                  |
|                                         |                           | 9. When gelatin is firm, unmold or cut in portions and place in lettuce cup.                       |
|                                         |                           | 10. Bag out cream cheese rosette on each portion.                                                  |

- ☐ 3. Evaluate the jellied bing cherry salad.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

## Job Sheet 5

| Standards of Quality | Characteristics                                                                  | Excellent<br>(5 pts.) | Good<br>(4 pts.) | Fair<br>(3 pts.) | Poor<br>(2 pts.) |
|----------------------|----------------------------------------------------------------------------------|-----------------------|------------------|------------------|------------------|
| <b>Appearance</b>    | Colorful<br>Fresh<br>Different ingredients evenly distributed<br>Clear-cut edges |                       |                  |                  |                  |
| <b>Flavor</b>        | Piquant (zesty)<br>Not bland<br>Identifiable ingredients                         |                       |                  |                  |                  |
| <b>Texture</b>       | Firm, not rubbery                                                                |                       |                  |                  |                  |
| <b>Temperature</b>   | Chilled plates<br>Cold ingredients                                               |                       |                  |                  |                  |
| <b>Compatibility</b> | Appearance<br>Taste<br>Texture<br>Dressing                                       |                       |                  |                  |                  |

Total Points \_\_\_\_\_

## Scoring

21-25 points — Servable; good technique

16-20 points — Check technique; serve with improvement in mind

10-15 points — Check technique; do not serve

- ☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? \_\_\_\_\_

b. If the product was not servable, why? \_\_\_\_\_

\_\_\_\_\_

**Job Sheet 5**

c. Which of the following should be improved? \_\_\_\_\_

- Measuring
- Temperature
- Mixing
- Preparation

- ☐ 5. Clean utensils and return unused ingredients to proper storage.
- ☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## **Sandwich Station Unit 7**

### **Objective Sheet**

#### **Unit Objective**

After completing this unit, the student should be able to prepare and evaluate types of sandwiches. The student should demonstrate these competencies by completing the job sheets and by scoring a minimum of 85 percent on the written test.

#### **Specific Objectives**

After completing this unit, the student should be able to:

1. Match terms related to the sandwich station with their correct definitions.
2. Complete statements concerning duties of a sandwich worker.
3. Select equipment used in the sandwich station.
4. List hand tools and utensils used in the sandwich station.
5. List the four basic sandwich ingredients.
6. List two methods of preparation for sandwiches.
7. Match types of cold sandwiches with their characteristics.
8. Select true statements concerning cold sandwich wrapping.
9. Match types of hot sandwiches with their characteristics.
10. Complete statements concerning sandwich storage.
11. Select true statements concerning standards of quality for sandwiches.
12. Prepare and evaluate a chicken salad sandwich. ((Job Sheet 1)
13. Prepare and evaluate a submarine sandwich. (Job Sheet 2)
14. Prepare and evaluate a club sandwich. (Job Sheet 3)
15. Cut and set up a club sandwich. (Job Sheet 4)

## **Sandwich Station Unit 7**

### **Suggested Activities**

#### **Instructional Plan**

1. Read the unit carefully and plan for instruction. study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.
4. Make transparencies from the transparency masters included with this unit. These appear in the teacher guide only and are designed to be used with the following objectives:

TM 1 and 2—Cutting and Arranging Sandwiches (Objective 15)

5. Review instructions for evaluating student performance and make copies of Unit Evaluation Form.
6. Provide students with unit of instruction.
7. Discuss unit and specific objectives.
8. Review Units 5 and 6 in MAVCC's *Food Production, Management, and Services: Introduction* and discuss information relating to safety and sanitation that applies to the sandwich station.
9. Discuss the use of the Unit Evaluation Form with students, and select and discuss the rating scale that will be used for student evaluation.
10. Make copies of the written test.
11. Give written test.
12. Compile job sheet ratings and written test scores on the Unit Evaluation Form.
13. Reteach and retest as required.

## Suggested Activities

### Teaching Suggestions

Note: Skill areas appearing in boldface type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Demonstrate quantity sandwich preparation methods. Have students list and discuss how such methods differ from preparation of only one or several sandwiches. Skill areas: **critical thinking, oral communication, and listening.**
2. Arrange for a demonstration of cutting and garnishing sandwiches choosing appropriate accompaniments and wrapping and storage. After demonstration, have students plan and discuss a similar, but not identical set of sandwiches, based on a given budget. Skill areas: **critical thinking, listening, oral communication, and problem solving.**
3. Have students collect pictures of different types of bread and fillings used for sandwiches, and, as a class, prepare a display of the various materials for discussion and explanation. Skill areas: **reading, teamwork, creative thinking, and problem solving.**
4. Contact the American Baking Institute, Chicago, IL, for additional teaching aids such as handout and wall charts.
5. Have students arrange a visit by a home economist from your state's land-grant university's cooperative extension service, or one employed by a local gas or electric utility, to discuss attractive food preparation. Instruct students to write a report on the presentation. Skill areas: **oral communication, listening, and writing.**
6. Select a sandwich for students to prepare and promote as "Sandwich of the Month." Possibly tie the selection to an upcoming holiday or festivity. Explain how the use of merchandising tools can affect food sales.
7. Provide students with the opportunity to discuss their feelings/thoughts about the processes and the procedures they have just learned. Have them discuss how they can use what they have learned and the importance of their lessons. Skill areas: **interpersonal relations and oral communication.**

### Resources Used in Developing This Unit

1. Gibson, LeRoy. *Food Production, Management, and Services: Production*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983 and 1992.
2. Green, Kinsey. *Fast Food Service Competency Based Teaching Module*. Washington, DC: United States Government Printing Service.

### **Suggested Activities**

3. Hohhertz, Durwin. *Fast Food Occupations*. Commerce, TX: Occupational Curriculum Laboratory, 1980.
4. Palan, Earl. *Food Production, Management, and Services: Introduction*, 2nd Ed. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1992.
5. Parker, Marilyn. *Fast Food Service*. Columbia, MO: Instructional Materials Laboratory, University of Missouri--Columbia.

### **Suggested Supplemental Resources**

1. Shugart, Grace and Mary Molt. *Food for Fifty*, 8th Ed. New York: John Wiley and Sons, Inc., 1989.
2. Terrell, Margaret E. *Professional Food Preparation*. New York: Macmillan.

### **Instructions For Evaluating Student Performance**

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher or student edition. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

### Suggested Activities

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

#### Option A

- 4 - Skilled—Can perform job with no additional training.
- 3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
- 2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
- 1 - Unskilled—Is familiar with process, but is unable to perform job.

#### Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

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## Sandwich Station Unit 7

### Answers to Written Test

- |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| 1. | a. | 7  | f. | 9  | j. | 10 |
|    | b. | 12 | g. | 11 | k. | 13 |
|    | c. | 6  | h. | 4  | l. | 8  |
|    | d. | 3  | i. | 2  | m. | 5  |
|    | e. | 1  |    |    |    |    |

2. a. (1) Menu of the day  
(2) Fillings  
(3) Work area  
(4) Organize

- b. (1) Supervisor  
(2) Portion control  
(3) Ingredients  
(4) Hygiene

- c. (1) Store  
(2) Disconnect  
(3) Sanitize

3. a, c, e, f, g

4. Any four of the following:

- a. French knife  
b. Knife with serrated edge  
c. Forks  
d. Tongs  
e. Portion scoop  
f. Sandwich scoop  
g. Cutting board

5. a. Bread  
b. Spread  
c. Fillings  
d. Garnish

6. a. Individually by order  
b. Quantity

### Answers to Written Test

- 7. a. 2  
b. 1  
c. 3
- 8. a, b, c, d, e
- 9. a. 4  
b. 2  
c. 3  
d. 1  
e. 5
- 10. a. Refrigeration  
b. Absorbing  
c. Wax paper  
d. Cooling  
e. Increases
- 11. a, f

## Sandwich Station Unit 7

### Written Test

Name \_\_\_\_\_

Score \_\_\_\_\_

1. Match the terms on the right with their correct definitions.

- |          |                                                                                                                                                            |                            |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| _____ a. | A mixture of butter, margarine, or mayonnaise applied directly on the bread to add flavor and moisture and to keep the filling from soaking into the bread | 1. Frills                  |
| _____ b. | A sandwich made with three slices of toast and two layers of filling                                                                                       | 2. Pullman                 |
| _____ c. | A food, such as cole slaw or french fries, that is eaten along with a sandwich                                                                             | 3. Open-faced sandwich     |
| _____ d. | A sandwich on one slice of bread                                                                                                                           | 4. Sandwich                |
| _____ e. | Decorations on the ends of toothpicks that protect the customer by calling attention to the presence of the toothpick                                      | 5. Specialty rolls         |
| _____ f. | A filling such as lunch meat or cheese                                                                                                                     | 6. Accompaniment           |
| _____ g. | Any of a variety of edible foods served with sandwiches to decorate them and to complement their flavor                                                    | 7. Spread                  |
| _____ h. | A food that consists of bread, spread, and filling                                                                                                         | 8. Wet filling             |
| _____ i. | A type of thin sliced bread used in making sandwiches                                                                                                      | 9. Dry filling             |
| _____ j. | Work area set up; means that all is needed for the menu at a given shift is lined up and ready to use                                                      | 10. Mis en place           |
|          |                                                                                                                                                            | 11. Garnish                |
|          |                                                                                                                                                            | 12. Double decker sandwich |
|          |                                                                                                                                                            | 13. Closed sandwich        |

### Written Test

- \_\_\_\_\_ k. A sandwich with a bread layer on both top and bottom
  - \_\_\_\_\_ l. A filling made with chopped meats, eggs, or vegetables in a mayonnaise base
  - \_\_\_\_\_ m. Rolls with unique features such as unusual shapes or toppings used in making sandwiches
2. Complete the following statements concerning duties of a sandwich worker by circling the correct word(s).
- a. Pre-opening duties
    - (1) Check (menu of the day, want ads) to find sandwich offerings.
    - (2) Make all (fillings, salads) and store properly.
    - (3) Check (dining area, work area) for clean and sanitary conditions.
    - (4) (Wash, Organize) equipment and utensils in work area.
  - b. Sandwich making
    - (1) Make sandwiches according to recipes as orders come in or in quantity as determined by your (specification sheet, supervisor).
    - (2) Adhere to (fair labor, portion control) standards.
    - (3) Maintain a good supply of necessary sandwich making (recipes, ingredients).
    - (4) Maintain proper (hygiene, business) standards at all times.
  - c. Closing duties
    - (1) Properly (file, store) remaining sandwich ingredients or discard as directed by your supervisor.
    - (2) (Wash, Disconnect) all electrical equipment.
    - (3) Thoroughly clean and (sweep, sanitize) your work area.

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### Written Test

3. Select equipment used in the sandwich station by placing an "X" in the appropriate blanks.
- \_\_\_\_\_ a. Sandwich work center
  - \_\_\_\_\_ b. Coffee maker
  - \_\_\_\_\_ c. Microwave oven
  - \_\_\_\_\_ d. Blender
  - \_\_\_\_\_ e. Slicer
  - \_\_\_\_\_ f. Open grill
  - \_\_\_\_\_ g. Deep fat fryer
4. List four hand tools and utensils used in the sandwich station.
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
5. List the four basic sandwich ingredients.
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
6. List two methods of preparation for sandwiches.
- a. \_\_\_\_\_
  - b. \_\_\_\_\_

### Written Test

7. Match types of cold sandwiches on the right with their characteristics.

- |          |                                                                                 |                  |
|----------|---------------------------------------------------------------------------------|------------------|
| _____ a. | Includes at least 3 slices of plain or toasted bread with a variety of fillings | 1. Regular       |
| _____ b. | Two slices of bread with a filling                                              | 2. Double decker |
| _____ c. | Open face, submarine, and poor boy                                              | 3. Specialty     |

8. Select true statements concerning cold sandwich wrapping by placing an "X" in the appropriate blanks.

- \_\_\_\_\_ a. Sandwiches to be held for a time or for vending must be wrapped
- \_\_\_\_\_ b. Procedure should be established to accomplish wrapping with a minimum of time and effort
- \_\_\_\_\_ c. Wrapped sandwiches should be identified by labeling or other method
- \_\_\_\_\_ d. Moisture/vapor-proof wrapping material should be used
- \_\_\_\_\_ e. Heat sealing is the recommended sealing method
- \_\_\_\_\_ f. If sandwiches are to be heated or frozen in their wraps, the wrapping material should be aluminum foil

9. Match types of hot sandwiches on the right with their characteristics.

- |          |                                                                                                 |                                    |
|----------|-------------------------------------------------------------------------------------------------|------------------------------------|
| _____ a. | These include open-face steak and closed sandwiches which are baked in the oven                 | 1. Grilled                         |
| _____ b. | Coated with raw egg and heated in deep fat for a rich crunchy crust                             | 2. French fried                    |
| _____ c. | Two slices of bread with meat or cheese fillings served hot                                     | 3. Regular                         |
| _____ d. | Like the regular sandwich, with meat or cheese filling, but buttered and grilled before serving | 4. Broiled and baked               |
| _____ e. | Roast beef, hot chicken, turkey, or roast pork with gravy                                       | 5. Entrée type with gravy or sauce |

### Written Test

10. Complete the following statements concerning sandwich storage by circling the correct word(s).
- a. Store sandwiches with perishable fillings under (heat, refrigeration)
  - b. Protect unwrapped sandwiches from drying out or (absorbing, giving off) odors
  - c. (Wax paper, Paper towels) or other moisture barriers must by used between sandwiches
  - d. Place trays or baskets so as to allow air circulation or facilitate (freshness, cooling)
  - e. Stacking sandwiches (decreases, increases) danger of mashing and soaking
11. Select standards of quality for sandwiches by placing an "X" in the appropriate blanks.
- \_\_\_\_\_ a. Size and shape should be suitable for particular occasion.
  - \_\_\_\_\_ b. Bread should be crumbly and soggy.
  - \_\_\_\_\_ c. Fillings should not have identifiable pieces.
  - \_\_\_\_\_ d. Hot sandwiches should be served cold
  - \_\_\_\_\_ e. Never spread filling to edge of bread
  - \_\_\_\_\_ f. Combination of ingredients should be compatible in flavor and texture.

\*Permission to duplicate this test is granted.

**Sandwich Station  
Unit 7**

**Unit Evaluation Form**

Student Name \_\_\_\_\_ Unit Rating \_\_\_\_\_

Job Sheet 1—Prepare and Evaluate a Chicken Salad Sandwich Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 2—Prepare and Evaluate a Submarine Sandwich Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 3—Prepare and Evaluate a Club Sandwich Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 4—Cut and Set Up a Club Sandwich Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Written Test Scores**

Pretest \_\_\_\_\_ Posttest \_\_\_\_\_ Other \_\_\_\_\_

Other \_\_\_\_\_  
\_\_\_\_\_

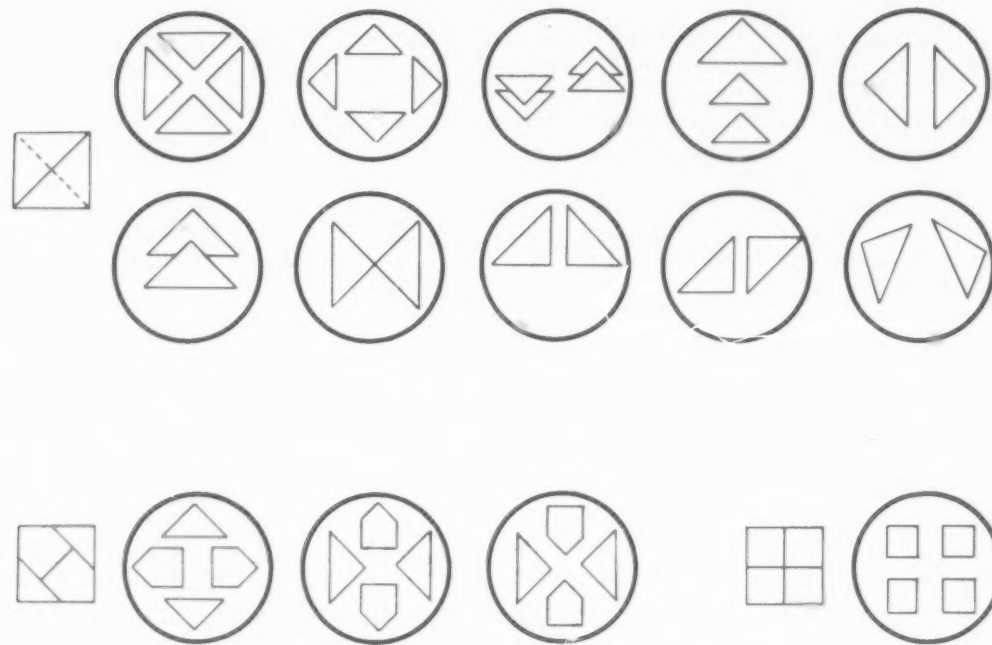
Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

\*Permission to duplicate this form is granted.

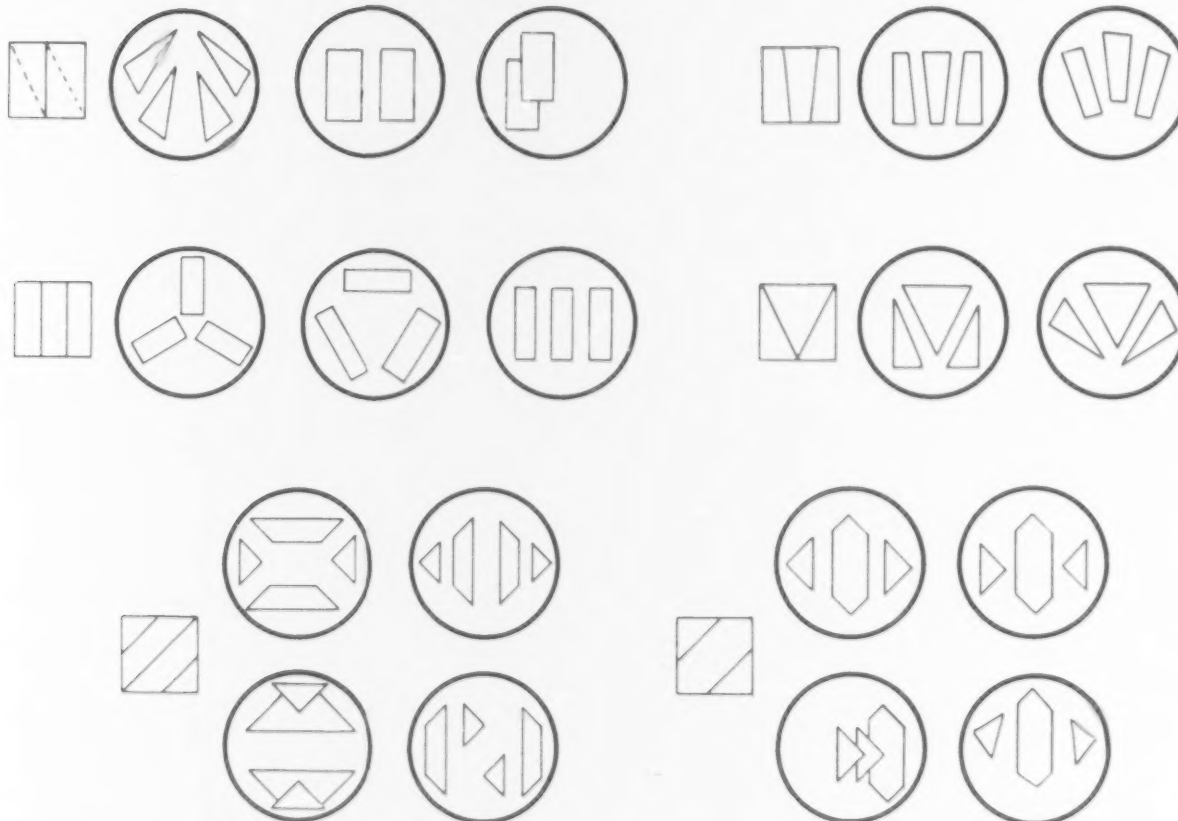


## Cutting and Arranging Sandwiches



Note: Sandwiches should be arranged for variety, visual acceptability, and combination with other items, such as soups.

## Cutting and Arranging Sandwiches (Continued)



## Sandwich Station Unit 7

### Information Sheet

#### 1. Terms and definitions

- a. **Accompaniment** — A food, such as cole slaw or french fries, that is eaten along with a sandwich
- b. **Closed sandwich** — A sandwich with a bread layer on both top and bottom
- c. **Double decker sandwich** — A sandwich made with three slices of toast and two layers of filling  
  
Example: Club sandwich
- d. **Dry filling** — A filling such as lunch meat or cheese
- e. **Frills** — Decorations on the ends of toothpicks that protect the customer by calling attention to the presence of the toothpick
- f. **Garnish** — Any of a variety of edible foods served with sandwiches to decorate them and to complement their flavor
- g. **Mis en place** — Work area set up; means that all is needed for the menu at a given shift is lined up and ready to use
- h. **Open-faced sandwich** — A sandwich on one slice of bread
- i. **Pullman** — A type of thin sliced bread used in making sandwiches
- j. **Sandwich** — A food that consists of bread, spread, and filling
- k. **Specialty rolls** — Rolls with unique features such as unusual shapes or toppings used in making sandwiches  
  
Examples: Kaiser, French, and onion rolls
- l. **Spread** — A mixture of butter, margarine, or mayonnaise applied directly on the bread to add flavor and moisture and to keep the filling from soaking into the bread
- m. **Wet filling** — A filling made with chopped meats, eggs, or vegetables in a mayonnaise base

## Information Sheet

### 2. Duties of a sandwich worker

#### a. Pre-opening duties

- Check menu of the day to find sandwich offerings.
- Clean, prepare, and properly store all vegetable and garnish ingredients.
- Make all fillings and store properly.
- Check sandwich work area to see that heating or cooling equipment is functioning.
- Turn on all necessary electrical equipment well ahead of opening so that equipment is operating at peak capacity in time for first orders.
- Check work area for clean and sanitary conditions.
- Organize equipment and utensils in work area.
- Assemble ingredients in holding pans and refrigerate or heat, as required.

#### b. Sandwich making

- Make sandwiches according to recipes as orders come in or in quantity as determined by your supervisor.
- Adhere to portion control standards.
- Arrange plates as directed by your supervisor.
- Maintain a good supply of necessary sandwich making ingredients.
- Maintain sanitary conditions in your work area at all times.
- Maintain proper hygiene standards at all times.

#### c. Closing duties

- Properly store remaining sandwich ingredients or discard as directed by your supervisor.
- Remove all used holding pans, utensils, and parts of equipment to dishroom for cleaning and sanitation.
- Disconnect all electrical equipment.
- Drain and clean any steam table equipment.
- Thoroughly clean and sanitize your work area.

**Information Sheet****3. Equipment used in the sandwich station**

- a. Sandwich work center
- b. Double surface grill
- c. Open grill
- d. Microwave oven
- e. Overhead broiler
- f. Slicer
- g. Deep fat fryer

**4. Hand tools and utensils using in the sandwich station**

- a. French knife
- b. Knife with serrated edge
- c. Forks
- d. Tongs
- e. Portion scoop
- f. Sandwich scoop
- g. Cutting board

**5. Basic sandwich ingredients**

- a. Bread
- b. Spread
- c. Fillings

- Dry

Examples: Ground beef patties, sausages, cheeses, cold cuts

- Wet

Examples: Chicken salad, tuna salad

**Caution: Wet fillings should be made only for the shift to prevent possible contamination.**

- d. Garnish

## Information Sheet

6. **Methods of preparation for sandwiches**

- a. Individually by order
- b. Quantity

7. **Types of cold sandwiches and their characteristics**

- a. **Regular** — Two slices of bread with a filling
- b. **Specialty** — Open face, submarine, and poor boy
- c. **Double decker** — Includes at least 3 slices of plain or toasted bread with a variety of fillings

8. **Cold sandwich wrapping**

- a. Sandwiches to be held for a time or for vending must be wrapped
- b. Procedures should be established to accomplish wrapping with a minimum of time and effort

Note: Most fast food restaurants have specific methods to be followed.

- c. Wrapped sandwiches should be identified by labeling or other method
- d. Moisture/vapor-proof wrapping material should be used
- e. Heat sealing is the recommended sealing method
- f. If sandwiches are to be heated or frozen in their wraps, the wrapping material will have special requirements.

## Information Sheet

### 9. Types of hot sandwiches and their characteristics

Note: These are excellent main dishes for regular dinner or supper meals when they include two or more ounces of protein.

- a. **Regular** — Two slices of bread with meat or cheese fillings served hot

Examples: Hamburgers, cheeseburgers, barbecue beef

- b. **Grilled** — Like the regular sandwich, with meat or cheese filling, but buttered and grilled before serving

Examples: Reuben, grilled ham and cheese

Note: The grilled sandwich is different from the toasted sandwich which is made with toasted bread.

- c. **Broiled and baked** — These include open-face steak and closed sandwiches which are baked in the oven

- d. **French fried** — Coated with raw egg and heated in deep fat for a rich crunchy crust

- e. **Entree type with gravy or sauce** — Roast beef, hot chicken, turkey, or roast pork with gravy

### 10. Sandwich storage

- a. Store sandwiches with perishable fillings under refrigeration.
- b. Protect unwrapped sandwiches from drying out or absorbing odors.
- c. Wax paper or other moisture barriers must be used between sandwiches.
- d. Place trays or baskets so as to allow air circulation of facilitate cooling.
- e. Stacking sandwiches increases danger of mashing and soaking.

### 11. Standards of quality for sandwiches

- a. Appearance
  - Suitable size and shape for particular occasion
  - Neat, attractive arrangement
  - Appropriate garnish

**Information Sheet**

- b. Flavor
  - Appropriate for type of sandwich
  - Pleasing combination of ingredients
- c. Texture
  - Firm bread, not crumbly or soggy
  - Identifiable filling
  - Evenly distributed filling
- d. Temperature
  - Hot sandwiches should be served hot
  - Cold sandwiches should be served cold
- e. Combination of ingredients
  - Compatible flavors and textures
  - Appealing appearance



## Sandwich Station Unit 7

### Job Sheet 1—Prepare and Evaluate a Chicken Salad Sandwich

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                               | Rating |
|-------------------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning             | _____  |
| Safety and sanitation procedures followed                         | _____  |
| Product prepared according to recipe                              | _____  |
| Product evaluated according to given criteria                     | _____  |
| Servable product obtained (evaluation score of 16 or more points) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a mixed filling sandwich. Other sandwiches of this type are prepared in a similar fashion.

- ☐ 1. Assemble utensils and ingredients at the work station.

**Caution: Use extreme care when working with knives.**

- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 1

**Name:** Chicken Salad Sandwich**Yield:** 50 sandwiches**Portion:** One sandwich**Utensils:** French knife, cutting board, mixing container, No. 24 disher, sandwich spatula

| Ingredients                                | Quantity    | Method                                                                                                                                        |
|--------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Chicken, cooked and chopped                | 4 lb.       | 1. Combine first six ingredients; mix until well blended.                                                                                     |
| Almonds, toasted and chopped               | 4 oz.       | 2. Arrange a workable number of bread slices in four rows for assembling sandwiches.                                                          |
| Salt                                       | 2 tsp.      | 3. Spread each slice of bread with butter or margarine.                                                                                       |
| Celery, chopped fine                       | 8 oz.       | 4. Portion filling on each slice of bread in alternate rows. Use one No. 24 disher of filling to each slice. Spread evenly to edges of bread. |
| Vinegar                                    | ¼ c.        | 5. Place a lettuce leaf on each slice with filling.                                                                                           |
| Mayonnaise                                 | 1 c.        | 6. Top with second slice of bread from alternate row, butter side down to lettuce.                                                            |
| Bread                                      | 100 slices  | 7. Lay out another group of bread slices and continue as directed until all 50 sandwiches are completed.                                      |
| Lettuce, cleaned and separated into leaves | 2-3 heads   | 8. Wrap individually or arrange on trays, cover, and refrigerate until serving.                                                               |
| Butter or margarine, softened or whipped   | As required | 9. Arrange on serving plate, garnish, and place accompaniment at serving time.                                                                |

- ☐ 3. Evaluate the chicken salad sandwich.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

## Job Sheet 1

| Standards of Quality | Characteristics                                                                                | Excellent<br>(5 pts.) | Good<br>(4 pts.) | Fair<br>(3 pts.) | Poor<br>(2 pts.) |
|----------------------|------------------------------------------------------------------------------------------------|-----------------------|------------------|------------------|------------------|
| Appearance           | Suitable in size and shape for occasion<br>Arranged neatly and attractively                    |                       |                  |                  |                  |
| Flavor               | Appropriate for type<br>Well blended<br>Pleasing                                               |                       |                  |                  |                  |
| Texture              | Bread firm, not crumbly or soggy<br>Filling in identifiable pieces and spread to edge of bread |                       |                  |                  |                  |
| Temperature          | Held and served cold                                                                           |                       |                  |                  |                  |
| Combination          | Bread, filling, and garnish compatible and appealing                                           |                       |                  |                  |                  |

Total Points \_\_\_\_\_

## Scoring

21-25 points — Servable; good technique

16-20 points — Check technique; serve with improvement in mind

10-15 points — Check technique; do not serve

- ☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? \_\_\_\_\_

b. If the product was not servable, why? \_\_\_\_\_

c. Which of the following should be improved? \_\_\_\_\_

- Measuring
- Temperature
- Mixing
- Preparation

**Job Sheet 1**

- ☐ 5. Clean utensils and return unused ingredients to proper storage.
- ☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Sandwich Station Unit 7

### Job Sheet 2—Prepare and Evaluate a Submarine Sandwich

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                               | Rating |
|-------------------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning             | _____  |
| Safety and sanitation procedures followed                         | _____  |
| Product prepared according to recipe                              | _____  |
| Product evaluated according to given criteria                     | _____  |
| Servable product obtained (evaluation score of 16 or more points) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment — Mixer with bowl

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a dry filling sandwich. Other sandwiches of this type are prepared in a similar fashion.

- ☐ 1. Assemble utensils and ingredients at the work station.

**Caution: Use extreme care when working with knives.**

- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 2

| <b>Name:</b> Submarine Sandwich                                                  |               |                                                                                  |
|----------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------|
| <b>Yield:</b> 50 sandwiches                                                      |               | <b>Portion:</b> One sandwich                                                     |
| <b>Utensils:</b> French knife, cutting board, sandwich spatula, tongs, wire whip |               |                                                                                  |
| Ingredients                                                                      | Quantity      | Method                                                                           |
| Butter or margarine                                                              | 8 oz.         | 1. Whip butter or margarine until fluffy.                                        |
| Light cream                                                                      | ¼ c.          | 2. Add cream; mix well.                                                          |
| Mayonnaise                                                                       | 3 c.          | 3. Lightly blend in mustard, mayonnaise and pickle relish.                       |
| Mustard, prepared                                                                | ¼ c.          | 4. Split buns.                                                                   |
| Pickle relish                                                                    | ½ c.          | 5. Spread buns with spread mixture and arrange in working rows.                  |
| Submarine buns                                                                   | 50            | 6. Arrange on lower half of each bun, ½ oz. of each kind of meat.                |
| Salami, ½ oz. slices                                                             | 1 lb. 9 oz.   | 7. Arrange two ½ oz. triangles of cheese on the meat.                            |
| Spiced ham, ½ oz. slices                                                         | 1 lb. 9 oz.   | 8. Place 2 slices of tomato on the cheese.                                       |
| Bologna, ½ oz. slices                                                            | 1 lb. 9 oz.   | 9. Place 2 slices of pickles on the tomatoes.                                    |
| American cheese, 1 oz. slices cut diagonally                                     | 3 lb. 2 oz.   | 10. Top with upper halves of buns.                                               |
| Tomatoes, fresh, sliced                                                          | 2 doz. medium | 11. Wrap individually or arrange on trays, cover, and refrigerate until serving. |
| Pickles, dill slices, well drained                                               | 1 qt.         | 12. Arrange on serving plate, garnish and place accompaniment at serving time.   |
|                                                                                  |               | 13. Serve immediately to guest.                                                  |

Note: Other meats and cheeses, such as turkey or Swiss cheese may be used.

- ☐ 3. Evaluate the submarine sandwich.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

## Job Sheet 2

| Standards of Quality | Characteristics                                                             | Excellent<br>(5 pts.) | Good<br>(4 pts.) | Fair<br>(3 pts.) | Poor<br>(2 pts.) |
|----------------------|-----------------------------------------------------------------------------|-----------------------|------------------|------------------|------------------|
| <b>Appearance</b>    | Suitable in size and shape for occasion<br>Arranged neatly and attractively |                       |                  |                  |                  |
| <b>Flavor</b>        | Appropriate for type<br>Well blended<br>Pleasing                            |                       |                  |                  |                  |
| <b>Texture</b>       | Bread firm, not crumbly or soggy<br>Filling evenly distributed              |                       |                  |                  |                  |
| <b>Temperature</b>   | Held and served cold                                                        |                       |                  |                  |                  |
| <b>Combination</b>   | Bread, filling, and garnish compatible and appealing                        |                       |                  |                  |                  |

Total Points \_\_\_\_\_

## Scoring

21-25 points — Servable; good technique

16-20 points — Check technique; serve with improvement in mind

10-15 points — Check technique; do not serve

- ☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? \_\_\_\_\_

b. If the product was not servable, why? \_\_\_\_\_

c. Which of the following should be improved? \_\_\_\_\_

- Measuring
- Temperature
- Mixing
- Preparation

**Job Sheet 2**

- ☐ 5. Clean utensils and return unused ingredients to proper storage.
- ☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Sandwich Station Unit 7

### Job Sheet 3—Prepare and Evaluate a Club Sandwich

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                               | Rating |
|-------------------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning             | _____  |
| Safety and sanitation procedures followed                         | _____  |
| Product prepared according to recipe                              | _____  |
| Product evaluated according to given criteria                     | _____  |
| Servable product obtained (evaluation score of 16 or more points) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment — Toaster

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a decker-type sandwich. Other sandwiches of this type are prepared in a similar fashion.

- ☐ 1. Assemble utensils and ingredients at the work station.

**Caution: Use extreme care when working with knives.**

- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 3

| <b>Name:</b> Club Sandwich                                            |          |                                                                                 |
|-----------------------------------------------------------------------|----------|---------------------------------------------------------------------------------|
| <b>Yield:</b> One sandwich                                            |          | <b>Portion:</b> One sandwich                                                    |
| <b>Utensils:</b> French knife, cutting board, tongs, sandwich spatula |          |                                                                                 |
| Ingredients                                                           | Quantity | Method                                                                          |
| Bread                                                                 | 3 slices | 1. Toast 3 slices of bread.                                                     |
| Butter, softened                                                      | 1 T.     | 2. Butter toast and arrange in row on cutting board.                            |
| Chicken or turkey breast, sliced                                      | 2 oz.    | 3. Place chicken or turkey slices on one piece of toast.                        |
| Mayonnaise                                                            | 2 T.     | 4. Spread 1 oz. portion of mayonnaise on sliced meat.                           |
| Lettuce leaf                                                          | 1        | 5. Place lettuce leaf on the mayonnaise.                                        |
| Bacon, cooked                                                         | 4 slices | 6. Place second slice of toast on top of the lettuce.                           |
| Tomato, sliced                                                        | 4 slices | 7. Place bacon on top of the toast.                                             |
|                                                                       |          | 8. Place tomato slices on top of the bacon.                                     |
|                                                                       |          | 9. Spread the remaining mayonnaise on the third slice of toast.                 |
|                                                                       |          | 10. Place on tomatoes, mayonnaise side down.                                    |
|                                                                       |          | 11. Square the sandwich and press together lightly.                             |
|                                                                       |          | 12. Cut the sandwich, arrange on service plate, garnish, and serve to customer. |
|                                                                       |          | Note: See Job Sheet 6 for cutting and plating instructions for a club sandwich. |

Note: Suggested accompaniments include chips, potato salad, or coleslaw.

- ☐ 3. Evaluate the club sandwich.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

## Job Sheet 3

| Standards of Quality | Characteristics                                                                                       | Excellent<br>(5 pts.) | Good<br>(4 pts.) | Fair<br>(3 pts.) | Poor<br>(2 pts.) |
|----------------------|-------------------------------------------------------------------------------------------------------|-----------------------|------------------|------------------|------------------|
| Appearance           | Evenly stacked ingredients<br>Arranged neatly and attractively<br>Held together with picks            |                       |                  |                  |                  |
| Flavor               | Identifiable ingredients<br>Well blended<br>Pleasing                                                  |                       |                  |                  |                  |
| Texture              | Bread toasted evenly, not too crisp or soggy<br>Filling in identifiable pieces and evenly distributed |                       |                  |                  |                  |
| Temperature          | Held and served cold                                                                                  |                       |                  |                  |                  |
| Combination          | Toast, filling, and garnish compatible and appealing                                                  |                       |                  |                  |                  |

Total Points \_\_\_\_\_

## Scoring

21-25 points — Servable; good technique  
 16-20 points — Check technique; serve with improvement in mind  
 10-15 points — Check technique; do not serve

- ☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? \_\_\_\_\_

b. If the product was not servable, why? \_\_\_\_\_

\_\_\_\_\_

**Job Sheet 3**

c. Which of the following should be improved? \_\_\_\_\_

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Sandwich Station Unit 7

### Job Sheet 4—Cut and Set Up a Club Sandwich

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                   | Rating |
|-------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning | _____  |
| Safety and sanitation procedures followed             | _____  |
| Toothpicks properly placed                            | _____  |
| Neat clean cuts                                       | _____  |
| Filling neatly in place                               | _____  |
| Attractive presentation                               | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

#### A. Equipment

Club sandwich  
Frlled or novelty toothpicks  
Example: Miniature swords  
Cutting board

French knife  
Service plate  
Appropriate garnish  
Accompaniment (if required)

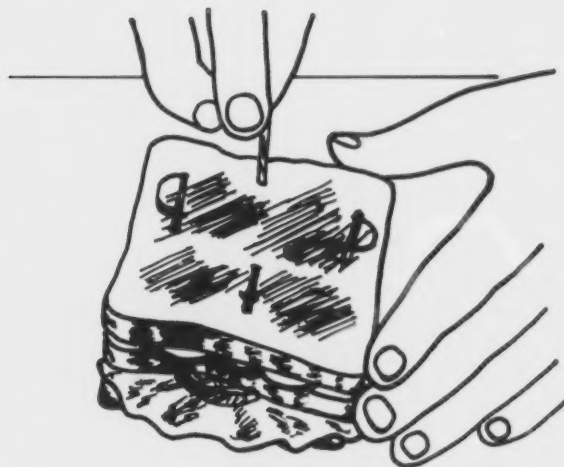
#### B. Procedure

- ☐ 1. Stick picks into sandwich, straight down in middle of each of four quadrants about one and a half fingers away from the outside edge (Figure 1).

**Caution: Use frilled or novelty picks or top toothpicks with olives for customer safety. Use extreme care when working with knives.**

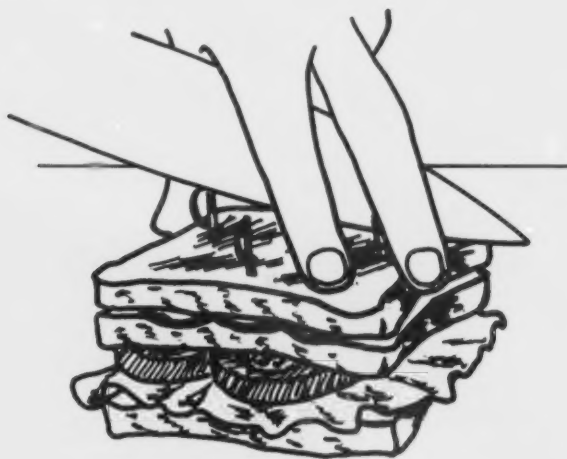
## Job Sheet 4

Figure 1



- ☐ 2. Use all fingers to hold sandwich in place while cutting diagonally twice from corner to corner, into four triangles (Figure 2).

Figure 2



- ☐ 3. Lift two sections with the flat side of the knife blade and align with the second two sections to form a diamond shape (Figures 3 and 4).

## Job Sheet 4

Figure 3

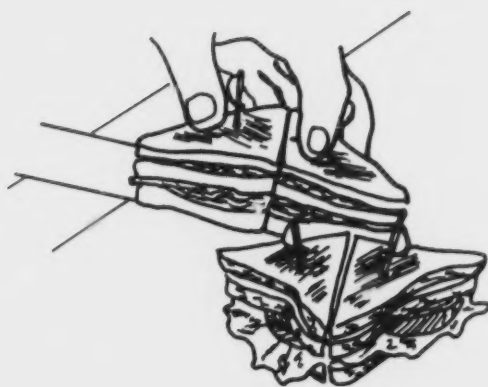
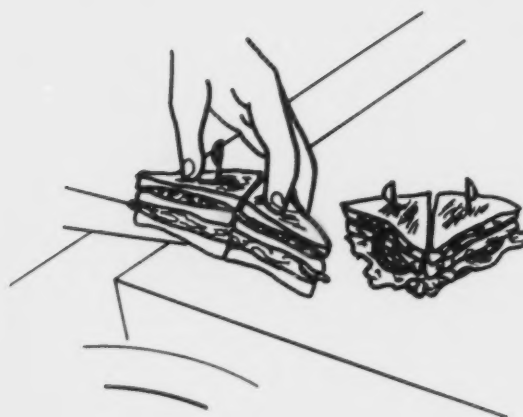
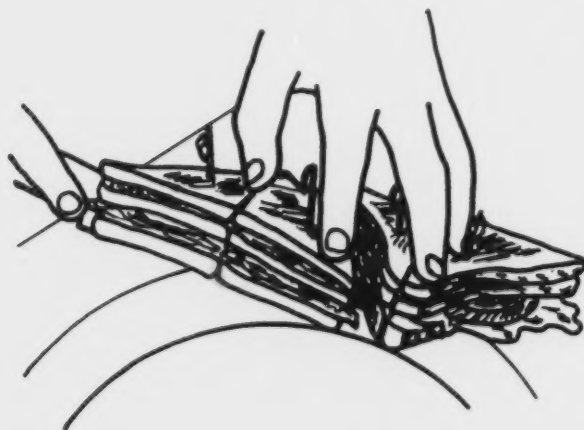


Figure 4



- ☐ 4. Lift all four sections with the flat side of the knife blade (Figure 5).

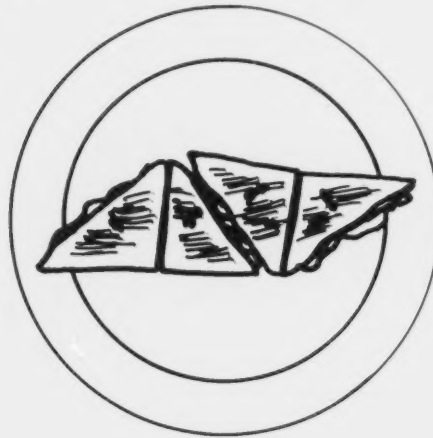
Figure 5



**Job Sheet 4**

- ☐ 5. Transfer the sandwich to the service plate (Figure 6).

Figure 6



- ☐ 6. Add appropriate garnish and accompaniment, if required, and serve immediately to the guest.
- ☐ 7. Wash and return utensils to their proper storage.
- ☐ 8. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## **Fry Station Unit 8**

### **Objective Sheet**

#### **Unit Objective**

After completing this unit, the student should be able to prepare and evaluate deep fried foods. The student should demonstrate these competencies by completing the assignment sheet, job sheets, and by scoring a minimum of 85 percent on the written test.

#### **Specific Objectives**

After completing this unit, the student should be able to:

1. Match terms related to the fry station with their correct definitions.
2. Select true statements concerning duties of a fry station worker.
3. List common deep fried food items.
4. Complete statements concerning operating a deep fryer.
5. Select types of frying mediums.
6. List two good qualities of frying mediums.
7. Complete statements concerning care of frying mediums.
8. Complete statements concerning cooking advantages of deep frying.
9. Complete a chart on problems, causes, and corrections in deep frying.
10. Select true statements concerning purposes of breading.
11. Arrange in order procedures for breading food items.
12. Select true statements concerning batter dipped foods.
13. Complete statements concerning safety rules for deep frying.
14. Complete a list of standards of quality for deep fried foods.
15. Complete a list of dos and don'ts for deep frying. (Assignment Sheet 1)
16. Prepare and evaluate french fried potatoes. (Job Sheet 1)

**Objective Sheet**

17. Prepare and evaluate onion rings. (Job Sheet 2)
18. Prepare and evaluate fritters. (Job Sheet 3)
19. Prepare and evaluate a Monte Cristo sandwich. (Job Sheet 4)
20. Prepare and evaluate deep fried chicken. (Job Sheet 5)

## **Fry Station Unit 8**

### **Suggested Activities**

#### **Instructional Plan**

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.
4. Review instructions for evaluating student performance and make copies of Unit Evaluation Form.
5. Provide students with unit of instruction.
6. Discuss unit and specific objectives.
7. Review Units 5 and 6 in MAVCC's *Food Production, Management, and Services: Introduction* and discuss information relating to safety and sanitation that applies to the fry station.
8. Discuss assignment sheet and job sheets, and demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.
9. Discuss the use of the Unit Evaluation Form with students, and select and discuss the rating scale that will be used for student evaluation.
10. Make copies of the written test.
11. Give written test.
12. Compile assignment sheet rating, job sheet ratings, and written test scores on the Unit Evaluation Form.
13. Reteach and retest as required.

## Suggested Activities

### Teaching Suggestions

Note: Skill areas appearing in boldface type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Review Units 2 and 3 of this manual for information which applies to equipment, hand tools, and utensils used in the fry station.
2. Contact companies that produce shortening or cooking oils for brochures, charts, and other information on frying.
3. Contact various commodity groups in charge of promoting the use of their products as cooking oils for instructional aids and other information pertaining to deep frying. Example, the American Soybean Association, the National Corn Growers Association, etc.
4. Have students arrange a visit by a home economist from your state's land-grant university's cooperative extension service, or one employed by a local gas or electric utility, to discuss attractive food preparation and deep fried recipes. Instruct students to write a report on the presentation. Skill areas: **oral communication, listening, and writing.**
5. Provide students with the opportunity to discuss their feelings/thoughts about the processes and the procedures they have just learned. Have them discuss how they can use what they have learned and the importance of their lessons. Skill areas: **interpersonal relations and oral communication.**

### Resources Used in Developing This Unit

1. Gibson, LeRoy. *Food Production, Management, and Services: Production*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983 and 1992.
2. Green, Kinsey. *Fast Food Service Competency Based Teaching Module*. Washington, DC: United States Government and Printing Service.
3. Hohhertz, Durwin. *Fast Food Occupations*. Commerce, TX: Occupational Curriculum Laboratory, 1980.
4. Palan, Earl. *Food Production, Management, and Services: Introduction*, 2nd Ed. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1992.
5. Parker, Marilyn. *Fast Food Service*. Columbia, MO: Instructional Materials Laboratory, University of Missouri--Columbia.

## Suggested Activities

### Suggested Supplemental Resources

1. American Soybean Association, St. Louis, MO.
2. National Corn Growers Association, St. Louis, MO.
3. Shugart, Grace and Mary Molt. *Food for Fifty*, 8th Ed. New York: John Wiley and Sons, Inc., 1989.
4. Terrell, Margaret E. *Professional Food Preparation*. New York: Macmillan.

### Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher or student edition. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

#### Option A

- 4 - Skilled—Can perform job with no additional training.
- 3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
- 2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
- 1 - Unskilled—Is familiar with process, but is unable to perform job.

#### Option B

- Yes—Can perform job with no additional training.
- No—Is unable to perform job satisfactorily.

**Fry Station  
Unit 8**

**Answers to Assignment Sheet 1**

1. Do
2. Do
3. Don't
4. Don't
5. Don't
6. Do
7. Don't
8. Do
9. Do
10. Do
11. Don't
12. Do
13. Do
14. Do
15. Do
16. Do
17. Don't
18. Don't
19. Do

**Fry Station  
Unit 8**

**Answers to Written Test**

1. 

|    |   |    |    |
|----|---|----|----|
| a. | 6 | f. | 4  |
| b. | 2 | g. | 3  |
| c. | 1 | h. | 10 |
| d. | 7 | i. | 8  |
| e. | 5 | j. | 9  |
2. a, b, d
3. Any two of each of the following:
  - a. Meats, seafood
    - (1) Chicken
    - (2) Breaded veal or pork cutlets
    - (3) Breaded shrimp, fish fillets, or sticks
    - (4) Croquettes
  - b. Vegetables
    - (1) Onion rings
    - (2) Potatoes
    - (3) Okra
    - (4) Mushrooms
    - (5) Squash
  - c. Dessert items
    - (1) Doughnuts
    - (2) Specialty pastries
4.
  - a. 300°F
  - b. Fried
  - c. Breading, moisture, or both
  - d. Open
  - e. Frying
5. a, b, c, e
6.
  - a. Do not smoke under low temperatures
  - b. Do not pass on the flavors of different foods

### Answers to Written Test

7. a. Clean  
b. Slowly  
c. Refill  
d. Daily  
e. Hold  
f. Salt
8. a. Variety  
b. Guest  
c. Low  
d. Short
9. a. Objectional smoke  
b. Too much food in kettle  
c. Frying temperature too low  
d. Strong flavor and color  
e. Extremely cold foods added to hot fat
10. b, c, e
11. a. 6                      e. 3  
b. 2                      f. 8  
c. 7                      g. 4  
d. 1                      h. 5
12. a, c
13. a. Long  
b. Below  
c. 300°F  
d. Dry  
e. Slowly
14. a. Golden  
b. Greasy  
c. Crisp  
d. Temperature  
e. Firm



**Fry Station**  
**Unit 8**

**Written Test**

Name \_\_\_\_\_

Score \_\_\_\_\_

1. Match the terms on the right with their correct definitions.

- |          |                                                                                                                                            |                 |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| _____ a. | To cook in a pot containing enough fat or cooking oil to cover food                                                                        | 1. Fry life     |
| _____ b. | A pourable mixture of combined ingredients such as flour, sugar, eggs, and shortening                                                      | 2. Batter       |
| _____ c. | Length of time fat or oil continues to produce high quality fried foods                                                                    | 3. Dip          |
| _____ d. | Amount of fat or oil absorbed by food which results in the need to add fresh fat                                                           | 4. Bread        |
| _____ e. | The temperature at which fat or oil begins to break down, indicated by smoking                                                             | 5. Smoke point  |
| _____ f. | To coat foods with bread crumbs, cracker crumbs, or other suitable products before cooking                                                 | 6. Deep fat fry |
| _____ g. | To plunge into a liquid or dry ingredient until covered and then to remove quickly                                                         | 7. Fat turnover |
| _____ h. | The deterioration of fats and oils due to temperature, time, and contamination by foods                                                    | 8. Wash         |
| _____ i. | Egg yolk diluted with water or milk which may be applied to the surface of an uncooked product to aid in the adhesion of flour or breading | 9. Flash point  |
| _____ j. | Temperature at which fat or oil may burst into flames if reached or exceeded                                                               | 10. Break down  |

### Written Test

2. Select true statements concerning duties of a fry station worker by placing an "X" in the appropriate blanks.
- \_\_\_\_\_ a. Performs initial processes in preparation of certain food items such as portioning, breading, or mixing batter
  - \_\_\_\_\_ b. Prepares products as ordered
  - \_\_\_\_\_ c. Maintains proper temperature in room
  - \_\_\_\_\_ d. Keeps fat in fryer clean and free of food particles
  - \_\_\_\_\_ e. Assists others as mood allows
3. List common deep fried food items.
- a. Meats, seafood
    - (1) \_\_\_\_\_
    - (2) \_\_\_\_\_
  - b. Vegetables
    - (1) \_\_\_\_\_
    - (2) \_\_\_\_\_
  - c. Dessert items
    - (1) \_\_\_\_\_
    - (2) \_\_\_\_\_
4. Complete the following statements concerning operating a deep fryer by circling the correct answers.
- Note: There may be more than one correct answer.
- a. Turn the fryer on and set the temperature control as (300°F, 325°F).
  - b. Select the proper temperature for foods to be (fried, breaded).
  - c. Remove excess (moisture, breading) from food before placing in fryer.
  - d. Drain and remove the food items to an (open, closed) holding container or to a serving dish.
  - e. Drain off excess moisture from foods that have been soaking in water before (breading, frying).

### Written Test

5. Select from the following list types of frying mediums by placing an "X" in the appropriate blanks.
- \_\_\_\_\_ a. Lard
  - \_\_\_\_\_ b. Rendered beef fats
  - \_\_\_\_\_ c. Vegetable shortenings
  - \_\_\_\_\_ d. Olive oil
  - \_\_\_\_\_ e. Vegetable oils
6. List two good qualities of frying mediums.
- a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_
7. Complete the following statements concerning care of frying mediums by circling the correct word(s).
- a. Place oil in (clean, preheated) frying unit.
  - b. Heat the oil (quickly, slowly).
  - c. The level must be kept between the (refill, half-full) and full marks.
  - d. Drain and filter the oil (hourly, daily).
  - e. Dark and strong-smelling oils will not (withstand, hold) a constant frying temperature.
  - f. Do not (thaw, salt) food before or during frying.
8. Complete the following statements concerning cooking advantages of deep frying by circling the correct words.
- a. Add color and (variety, nutritional value) to the menu.
  - b. Flavor is popular with the (cook, guest).
  - c. Process is suitable to (low, high) cost food items.
  - d. Actual cooking time is (average, short).

### Written Test

9. Complete the following chart on problems, causes, and corrections in deep frying.

| Problem           | Causes                                                                                                                                 | Corrections                                                                                                                                                                                                                                     |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. _____          | 1. Temperature too high<br>2. Failure to strain fat frequently<br>3. Old fat                                                           | Use lower temperature; strain fat and store in cool place after use; set up filtering schedule; check fat turnover                                                                                                                              |
| Fat bubbles over  | 1. Too much fat in kettle<br>2. b. _____<br>3. Excessive moisture                                                                      | Check fill of deep add smaller quantities to be fried in basket; drain batter-dipped or egg-and-crumbed foods; dry potatoes thoroughly                                                                                                          |
| Foods not crisp   | 1. c. _____<br>2. Not cooked enough                                                                                                    | Use proper temperature for frying; use frying thermometer to check temperature                                                                                                                                                                  |
| d. _____<br>_____ | 1. Old fat or deteriorated fat<br>2. Wrong fat for frying                                                                              | Keep used fat in cool place; select proper type of frying fat; strain after use; if too many strongly flavored foods must be fried in fat, discard after use                                                                                    |
| Excessive foaming | 1. Failure to strain fat<br>2. Deteriorated fat<br>3. e. _____<br>4. Too much egg and crumb or batter<br>5. Frying temperature too low | Strain fat before storing in cool place; do not take foods direct from refrigerator to kettle; drain batter-dipped or egg-and-crumbed foods; use correct temperature for frying; use thermometer to check temperature; discard deteriorated fat |

10. Select true statements concerning purposes of breading by placing an "X" in the appropriate blanks.

- \_\_\_\_\_ a. Breading keeps food drier, therefore better tasting.  
 \_\_\_\_\_ b. Breading adds nutritional values to food.  
 \_\_\_\_\_ c. Breading gives a better look to fried foods.  
 \_\_\_\_\_ d. Breading does not permit the refrying of leftover cooked foods.  
 \_\_\_\_\_ e. Breading uses up leftover bread.

### Written Test

11. Arrange in order the following procedures for breading food items by numbering from one to eight.
- ☐ a. Place in crumbs or breading agent and cover well
  - ☐ b. Remove and shake off excess flour
  - ☐ c. Press breading gently but firmly to food for strong adhesion, and cover again with crumbs
  - ☐ d. Place food items in flour, coating well
  - ☐ e. Immerse in wash, wetting well so that no dry or floured areas are visible
  - ☐ f. Remove from crumbs and shake off excess breading
  - ☐ g. Remove from wash with as little handling as possible
  - ☐ h. Drain or gently shake off excessive wash
12. Select true statements concerning batter dipped foods by placing an "X" in the appropriate blanks.
- ☐ a. Batter is another coating used on food items which are deep fat fried
  - ☐ b. Food dipped in batter must be fried within 24 hours
  - ☐ c. Batter may be varied in flavor depending on liquids, ingredients, and seasonings used
  - ☐ d. Batter dipped foods must be submerged half of the way into the fat and held for 10 to 15 seconds to allow the batter to develop a crust; the food is then dropped all the way into the fat for cooking
  - ☐ e. Batter is similar to breading in appearance, texture, and taste
13. Complete the following statements concerning safety rules for deep frying by circling the correct answers.
- a. Wear proper clothing, such as (short, long) sleeved shirt and a full length apron
  - b. Know the flash point of fat and keep the temperature well (below, above) that point
  - c. Keep fryer at (275°, 300°)F when not in use for short periods
  - d. (Dry, Moist) food before cooking
  - e. Immerse foods (slowly, quickly); avoid sudden splashing

### Written Test

14. Complete the following list of standards of quality for deep fried foods.
- a. Appearance—\_\_\_\_\_ brown; have uniform color and shape
  - b. Flavor—Fresh, not \_\_\_\_\_; maintain true flavor of food
  - c. Texture—\_\_\_\_\_; if batter or breading is present, it should be evenly distributed
  - d. \_\_\_\_\_—Hot foods should be served hot
  - e. Consistency—\_\_\_\_\_ but tender; light in weight

\*Permission to duplicate this test is granted.

**Fry Station  
Unit 8**

**Unit Evaluation Form**

Student Name \_\_\_\_\_ Unit Rating \_\_\_\_\_

Assignment Sheet 1—Complete a List of "Dos" and "Don'ts" for  
Deep Frying \_\_\_\_\_ Rating \_\_\_\_\_

Comments: \_\_\_\_\_

Job Sheet 1—Prepare and Evaluate French Fried Potatoes \_\_\_\_\_ Rating \_\_\_\_\_

Comments: \_\_\_\_\_

Job Sheet 2—Prepare and Evaluate Onion Rings \_\_\_\_\_ Rating \_\_\_\_\_

Comments: \_\_\_\_\_

Job Sheet 3—Prepare and Evaluate Fritters \_\_\_\_\_ Rating \_\_\_\_\_

Comments: \_\_\_\_\_

Job Sheet 4—Prepare and Evaluate a Monte Cristo Sandwich \_\_\_\_\_ Rating \_\_\_\_\_

Comments: \_\_\_\_\_

Job Sheet 5—Prepare and Evaluate Deep Fried Chicken \_\_\_\_\_ Rating \_\_\_\_\_

Comments: \_\_\_\_\_

**Written Test Scores**

Pretest \_\_\_\_\_ Posttest \_\_\_\_\_ Other \_\_\_\_\_

Other \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

\*Permission to duplicate this form is granted.

## Fry Station Unit 8

### Information Sheet

#### 1. Terms and definitions

- a. **Batter** — A pourable mixture of combined ingredients such as flour, sugar, eggs, and shortening
- b. **Bread** — To coat foods with bread crumbs, cracker crumbs, or other suitable products before cooking
- c. **Break down** — The deterioration of fats and oils due to temperature, time, and contamination by foods
- d. **Deep fry** — To cook in a pot containing enough fat or oil to cover food
- e. **Dip** — To plunge into a liquid or dry ingredient until covered and then to remove quickly
- f. **Fat or oil turnover** — Amount of fat or oil absorbed by food which results in the need to add fresh fat or oil
- g. **Flash point** — Temperature at which fat or oil may burst into flames if reached or exceeded
- h. **Fry life** — Length of time fat or oil continues to produce high quality fried foods
- i. **Smoke point** — The temperature at which fat or oil begins to break down, indicated by smoking
- j. **Wash** — Egg yolk diluted with water or milk which may be applied to the surface of an uncooked product to aid in the adhesion of flour or breading

#### 2. Duties of a fry station worker

Note: In some fast food operations, these may be done in another station.

- a. Performs initial processes in preparation of certain food items
  - Portioning
  - Breading
  - Mixing batter
- b. Prepares products as ordered



### Information Sheet

- c. Maintains proper temperature in fryer
- d. Keeps fat or oil in fryer clean and free of food particles
- e. Maintains clean and orderly work station
- f. Assists others as time permits

### 3. Common deep fried food items

- a. Meats, seafood
  - Chicken
  - Breaded veal or pork cutlets
  - Breaded shrimp, fish fillets, or sticks
  - Croquettes
- b. Vegetables
  - Onion rings
  - Potatoes
  - Okra
  - Mushrooms
  - Squash
- c. Dessert items
  - Doughnuts
  - Specialty pastries

Example: Fruit pies

### 4. Operating a deep fryer

- a. Turn the fryer on and set the temperature control as 300°F.  
Note: This is the temperature where the fat or oil should be held.
- b. Select the proper temperature for foods to be fried.

Note: Generally, all foods are fried from 325°F to 400°F. Too low temperature causes excessive fat or oil absorption of foods.

### Information Sheet

- c. Drain off excess moisture from foods that have been soaking in water before frying.

|                                                                     |
|---------------------------------------------------------------------|
| <b>Caution: Hot grease and water or ice are dangerous if mixed.</b> |
|---------------------------------------------------------------------|

- d. Bread the food item if desired.

Note: Many food items come already breaded.

- e. Remove excess breading from foods before placing in fryer.

Note: This can be done by simply shaking. This prevents the loose crumbs from falling into the fat or oil.

- f. Lower the basket into the grease and cook to proper degree of doneness.

Note: Cooking too long causes excessive fat absorption, hardness, and too much browning.

- g. Drain and remove the food items to an open holding container or to a serving dish.

Note: A closed holding container will make some foods soggy and greasy.

#### 5. Types of frying mediums (fats or oils)

- a. Lard
- b. Rendered beef fats
- c. Vegetable shortenings
- d. Vegetable oils

#### 6. Good qualities of frying mediums

- a. Do not smoke under low temperatures
- b. Do not pass on the flavors of different foods

### Information Sheet

#### 7. Care of frying mediums (fats or oils)

- a. Place oil in clean frying unit.

Note: Most deep frying units will hold from 20 to 50 pounds of shortening.

- b. Heat the oil slowly.

Note: Oil will expand as it is heated.

- c. The level must be kept between the "refill" and "full" marks.

- d. Remove the pieces of batter or breading material that have come loose in the fryer with skimmer.

Note: If left in the cooking medium, these food bits will cause the medium to discolor and take on an unpleasant flavor.

- e. Drain and filter the oil daily.

Note: This prolongs the life of the oil.

- f. Dark and strong-smelling oils will **not hold** a constant frying temperature.

- g. Add new oil as needed to maintain the correct level in the fryer.

**Caution: If the oil level gets below the heating elements, a potential fire hazard is created.**

- h. Do not salt food before or during frying.

**Caution: Do not salt foods over fryer.**

#### 8. Cooking advantages of deep frying

- a. Adds color and variety to the menu.
- b. Flavor is popular with the guest.
- c. Process is suitable to low-cost food items.
- d. Actual cooking time is short.

### Information Sheet

#### 9. Problems, causes, and corrections in deep frying

| Problem                 | Causes                                                                                                                                                                                                                                        | Corrections                                                                                                                                                                                                                                     |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objectional smoke       | <ol style="list-style-type: none"> <li>1. Temperature too high</li> <li>2. Failure to strain fat frequently</li> <li>3. Old fat</li> </ol>                                                                                                    | Use lower temperature; strain fat and store in cool place after use; set up filtering schedule; check fat turnover                                                                                                                              |
| Fat bubbles over        | <ol style="list-style-type: none"> <li>1. Too much fat in kettle</li> <li>2. Too much food in kettle</li> <li>3. Excessive moisture</li> </ol>                                                                                                | Check fill of deep add smaller quantities to be fried in basket; drain batter-dipped or egg-and-crumbed foods; dry potatoes thoroughly                                                                                                          |
| Foods not crisp         | <ol style="list-style-type: none"> <li>1. Frying temperature too low</li> <li>2. Not cooked enough</li> </ol>                                                                                                                                 | Use proper temperature for frying; use frying thermometer to check temperature                                                                                                                                                                  |
| Strong flavor and color | <ol style="list-style-type: none"> <li>1. Old fat or deteriorated fat</li> <li>2. Wrong fat for frying</li> </ol>                                                                                                                             | Keep used fat in cool place; select proper type of frying fat; strain after use; if too many strongly flavored foods must be fried in fat, discard after use                                                                                    |
| Excessive foaming       | <ol style="list-style-type: none"> <li>1. Failure to strain fat</li> <li>2. Deteriorated fat</li> <li>3. Extremely cold foods added to hot fat</li> <li>4. Too much egg and crumb or batter</li> <li>5. Frying temperature too low</li> </ol> | Strain fat before storing in cool place; do not take foods direct from refrigerator to kettle; drain batter-dipped or egg-and-crumbed foods; use correct temperature for frying; use thermometer to check temperature; discard deteriorated fat |

Adapted from Procter and Gamble, *Proper Frying*

#### 10. Purposes of breading

- a. Breading keeps food juicier, therefore, better tasting.
- b. Breading adds nutritional values to food.
- c. Breading gives a better look to fried foods.

### Information Sheet

- d. Breading uses up leftover bread.
- e. Breading preserves the original food taste by acting as a shield against the frying fat.
- f. Breading permits the refrying of cooked foods.
- g. Breading changes many foods into finger food as snacks and appetizers.

#### 11. Procedures for breading food items

- a. Place food items in flour, coating well.
- b. Remove and shake off excess flour.
- c. Immerse in wash, wetting well so that no dry or floured areas are visible.
- d. Remove from wash with as little handling as possible.  
  
Note: Heavy or excessive handling may remove part of the paste coating and breading will not adhere.
- e. Drain or gently shake off excessive wash.
- f. Place in crumbs or breading agent and cover well.
- g. Press breading gently but firmly to food for strong adhesion, and cover again with crumbs.
- h. Remove from crumbs and shake off excess breading.

Note: Breaded food items may be refrigerated for future use.

#### 12. Factors concerning batter dipped foods

- a. Batter is another coating used on food items which are deep fat fried.
- b. Batter differs from breading in appearance, texture, and taste.
- c. Food dipped in batter must be fried immediately.
- d. Foods that have been batter dipped and fried should be served immediately.
- e. Batter may be varied in flavor depending on liquids, ingredients, and seasonings used.
- f. Batter dipped foods must be submerged  $\frac{3}{4}$  of the way into the cooking medium and held for 10 to 15 seconds to allow the batter to develop a crust; the food is then dropped all the way into the medium for cooking.

Note: If a whole piece of food were dropped into the basket, the soft batter would wrap itself around the wire basket and stick when fried.

### Information Sheet

#### 13. Safety rules for deep fat frying

- a. Wear proper clothing, such as long-sleeved shirt and a full length apron.

Note: When lifting fat-filled kettles, use heavy gloves to protect hands.

- b. Know the flash point of fat and keep the temperature well below that point.
- c. Keep fryer at 300°F when not in use for short periods.

Note: Do not leave fryer on for long periods between batches.

- d. Dry food before cooking.

|                                                              |
|--------------------------------------------------------------|
| <b>Caution: Hot grease and water are dangerous if mixed.</b> |
|--------------------------------------------------------------|

- e. Immerse foods slowly; avoid sudden splashing.

#### 14. Standards of quality for deep fried foods

- a. Appearance—Golden brown; have uniform color and shape
- b. Flavor—Fresh, not greasy; maintain true flavor of food
- c. Texture—Crisp; if batter or breading is present, it should be evenly distributed
- d. Temperature—Hot foods should be served hot
- e. Consistency—Firm but tender; light in weight

## Fry Station Unit 8

### Assignment Sheet 1—Complete a List of Dos and Don'ts for Deep Frying

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria         | Rating |
|-----------------------------|--------|
| Gave reason for each answer | _____  |
| Followed directions         | _____  |

Directions: Look over the following list. Beside each item, check the "Do" or "Don't" column and give your reason for each choice.

| When Deep Frying . . .                                    | Do | Don't | Reason |
|-----------------------------------------------------------|----|-------|--------|
| 1. Buy fat by comparing value and fried food quality      |    |       |        |
| 2. Filter oil daily                                       |    |       |        |
| 3. Heat oil to 425°F                                      |    |       |        |
| 4. Reduce heat on fryers not used for 45 minutes or more  |    |       |        |
| 5. Check thermostate once a month                         |    |       |        |
| 6. Repair fry baskets as needed                           |    |       |        |
| 7. Fry popular foods ahead                                |    |       |        |
| 8. Shake off excess crumbs and blot moisture if necessary |    |       |        |
| 9. Fry frozen food still frozen                           |    |       |        |
| 10. Fill baskets $\frac{3}{4}$ full                       |    |       |        |
| 11. Drain food 5 minutes over the hot fat                 |    |       |        |
| 12. Skim fat after every use                              |    |       |        |
| 13. Salt foods away from kettle                           |    |       |        |
| 14. Serve foods immediately                               |    |       |        |
| 15. Discard shortening after normal frylife               |    |       |        |
| 16. Cover fryers at end of the day                        |    |       |        |
| 17. Clean exhaust filter every six months                 |    |       |        |
| 18. Douse a fat fire with water                           |    |       |        |
| 19. Turn off power in case of fire                        |    |       |        |

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## Fry Station Unit 8

### Job Sheet 1—Prepare and Evaluate French Fried Potatoes

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                               | Rating |
|-------------------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning             | _____  |
| Safety and sanitation procedures followed                         | _____  |
| Product prepared according to recipe                              | _____  |
| Servable product obtained (Evaluation score of 15 or more points) | _____  |
| Product evaluated according to give criteria                      | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Deep fryer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

- ☐ 1. Assemble utensils and ingredients at the work station.

**Caution: Use extreme care when using knives.**

- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.



## Job Sheet 1

| <b>Name:</b> French Fried Potatoes                                   |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Yield:</b> 50 portions                                            |          | <b>Portion:</b> 5 oz.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Utensils:</b> Vegetable peeler, chef's knife or french fry cutter |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Ingredients                                                          | Quantity | Method                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Potatoes, A.P.                                                       | 20 lb.   | <ol style="list-style-type: none"> <li>1. Wash and peel potatoes. Cut in strips <math>\frac{3}{8}</math> in. thick and 3 in. long or cut with french fry cutter.</li> <li>2. Rinse in cold water; drain thoroughly.</li> <li>3. Heat deep fat fryer to 350°F.</li> <li>4. To blanch french fries, fill baskets no more than <math>\frac{3}{4}</math> full and immerse slowly in hot fat.</li> </ol> <p>Note: This precaution is taken so that the moisture in the potatoes does not cause the fat to spatter and boil over.</p> <ol style="list-style-type: none"> <li>5. Shake the baskets occasionally to keep potatoes from sticking.</li> <li>6. Cook until potatoes are nearly tender; should yield a little bit when squeezed between fingers.</li> <li>7. Drain well and spread in pans lined with absorbent paper.</li> <li>8. When ready for service, return potatoes to fry baskets in small quantities and fry at 375°F until golden brown. Drain well and serve. Do <b>not</b> finish french fries until ready for service.</li> </ol> |

Note: If using frozen french fries, follow directions on the package.

- ☐ 3. Evaluate the french fried potatoes.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

## Job Sheet 1

| Standards of Quality | Characteristics                                   | Excellent<br>(5 pts.) | Good<br>(4 pts.) | Fair<br>(3 pts.) | Poor<br>(2 pts.) |
|----------------------|---------------------------------------------------|-----------------------|------------------|------------------|------------------|
| Appearance           | Golden brown<br>Uniform color and shape           |                       |                  |                  |                  |
| Flavor               | Fresh, not greasy<br>Maintain true flavor of food |                       |                  |                  |                  |
| Texture              | Crisp                                             |                       |                  |                  |                  |
| Temperature          | Hot foods served hot                              |                       |                  |                  |                  |
| Consistency          | Firm but tender; light in weight                  |                       |                  |                  |                  |

Total Points \_\_\_\_\_

## Scoring

21-25 points — Servable; good technique

16-20 points — Check technique; serve with improvement in mind

10-15 points — Check technique; do not serve

- ☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? \_\_\_\_\_

b. If the product was not servable, why? \_\_\_\_\_  
\_\_\_\_\_c. Which of the following should be improved? \_\_\_\_\_  
\_\_\_\_\_

- Measuring
- Temperature
- Mixing
- Preparation

- ☐ 5. Clean utensils and return unused ingredients to proper storage.

- ☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Fry Station  
Unit 8****Job Sheet 2—Prepare and Evaluate Onion Rings**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| <b>Evaluation criteria</b>                                        | <b>Rating</b> |
|-------------------------------------------------------------------|---------------|
| Utensils and ingredients assembled prior to beginning             | _____         |
| Safety and sanitation procedures followed                         | _____         |
| Product prepared according to recipe                              | _____         |
| Servable product obtained (Evaluation score of 15 or more points) | _____         |
| Product evaluated according to given criteria                     | _____         |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment—Deep fryer**

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

**B. Procedure**

- ☐ 1. Assemble utensils and ingredients at the work station.

**Caution: Use extreme care when using knives.**

- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 2

| <b>Name:</b> Onion Rings                                                                                      |                                        |                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Yield:</b> 50 portions                                                                                     |                                        | <b>Portion:</b> 5 to 8 rings                                                                                                                                                                                                                                                            |
| <b>Utensils:</b> Stainless steel bowl, spatula, wire whip, measuring utensils, French knife, cutting board    |                                        |                                                                                                                                                                                                                                                                                         |
| Ingredients                                                                                                   | Quantity                               | Method                                                                                                                                                                                                                                                                                  |
| Eggs, whole<br>Milk<br>Cake flour<br>Baking powder<br>Onions, E.P., cut (1/4 in. slices), separate into rings | 4<br>1 qt.<br>1 lb.<br>4 tsp.<br>8 lb. | 1. Beat eggs, preferably in stainless steel bowl.<br>2. Add milk and blend.<br>3. Sift flour with baking powder. Add to egg-milk mixture, mixing thoroughly. Batter should be smooth.<br>4. Dip onion rings in batter.<br>5. Deep fry at 325°F until golden brown. Drain and serve hot. |

Note: If using frozen onion rings, follow directions on the package.

- ☐ 3. Evaluate the onion rings.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

| Standards of Quality | Characteristics                                   | Excellent<br>(5 pts.) | Good<br>(4 pts.) | Fair<br>(3 pts.) | Poor<br>(2 pts.) |
|----------------------|---------------------------------------------------|-----------------------|------------------|------------------|------------------|
| Appearance           | Golden brown<br>Uniform color and shape           |                       |                  |                  |                  |
| Flavor               | Fresh, not greasy<br>Maintain true flavor of food |                       |                  |                  |                  |
| Texture              | Crisp                                             |                       |                  |                  |                  |
| Temperature          | Hot foods served hot                              |                       |                  |                  |                  |
| Consistency          | Firm but tender; light in weight                  |                       |                  |                  |                  |

Total Points \_\_\_\_\_

## Scoring

- 21-25 points — Servable; good technique  
 16-20 points — Check technique; serve with improvement in mind  
 10-15 points — Check technique; do not serve

**Job Sheet 2**

- ☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

- a. Was the product servable? \_\_\_\_\_
- b. If the product was not servable, why? \_\_\_\_\_  
\_\_\_\_\_
- c. Which of the following should be improved? \_\_\_\_\_  
\_\_\_\_\_
- Measuring
  - Temperature
  - Mixing
  - Preparation

- ☐ 5. Clean utensils and return unused ingredients to proper storage.

- ☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# **Fry Station Unit 8**

## **Job Sheet 3—Prepare and Evaluate Fritters**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| <b>Evaluation criteria</b>                                        | <b>Rating</b> |
|-------------------------------------------------------------------|---------------|
| Utensils and ingredients assembled prior to beginning             | _____         |
| Safety and sanitation procedures followed                         | _____         |
| Product prepared according to recipe                              | _____         |
| Servable product obtained (Evaluation score of 15 or more points) | _____         |
| Product evaluated according to give criteria                      | _____         |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

### **A. Equipment—Deep fryer**

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

### **B. Procedure**

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 3

| <b>Name:</b> Fritters                                                               |          |                                                                                                                              |
|-------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Yield:</b> 50 portions                                                           |          | <b>Portion:</b> 3 to 4 fritters                                                                                              |
| <b>Utensils:</b> Mixing bowl, wire whip, measuring utensils, spoon or No. 24 disher |          |                                                                                                                              |
| Ingredients                                                                         | Quantity | Method                                                                                                                       |
| Eggs, medium                                                                        | 30       | 1. Beat eggs until frothy.                                                                                                   |
| Flour                                                                               | 5 lbs.   | 2. Combine flour with other dry ingredients; alternately add flour mixture and milk to eggs. Blend well after each addition. |
| Sugar                                                                               | 12 oz.   | 3. Drop by spoonfuls into hot fat, or use a No. 24 disher. Deep fry at 350°F for 4 minutes or until golden brown.            |
| Baking powder                                                                       | 5 oz.    |                                                                                                                              |
| Milk                                                                                | 45 oz.   |                                                                                                                              |

Note: To vary basic batter, add 10 oz. of any of the following—blueberries (frozen, well drained); whole kernel corn (frozen); succotash (canned); pineapple tidbits; brown and serve sausage (diced), or fully cooked ham (diced). Fritters may be dusted with powdered sugar or served with syrup or fresh fruit.

- ☐ 3. Evaluate the fritters.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

| Standards of Quality | Characteristics                                   | Excellent<br>(5 pts.) | Good<br>(4 pts.) | Fair<br>(3 pts.) | Poor<br>(2 pts.) |
|----------------------|---------------------------------------------------|-----------------------|------------------|------------------|------------------|
| <b>Appearance</b>    | Golden brown<br>Uniform color and shape           |                       |                  |                  |                  |
| <b>Flavor</b>        | Fresh, not greasy<br>Maintain true flavor of food |                       |                  |                  |                  |
| <b>Texture</b>       | Crisp                                             |                       |                  |                  |                  |
| <b>Temperature</b>   | Hot foods served hot                              |                       |                  |                  |                  |
| <b>Consistency</b>   | Firm but tender; light in weight                  |                       |                  |                  |                  |

Total Points \_\_\_\_\_

## Scoring

- 21-25 points — Servable; good technique  
 16-20 points — Check technique; serve with improvement in mind  
 10-15 points — Check technique; do not serve

**Job Sheet 3**

- ☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? \_\_\_\_\_

b. If the product was not servable, why? \_\_\_\_\_  
\_\_\_\_\_

c. Which of the following should be improved? \_\_\_\_\_  
\_\_\_\_\_

- Measuring
- Temperature
- Mixing
- Preparation

- ☐ 5. Clean utensils and return unused ingredients to proper storage.

- ☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Fry Station  
Unit 8****Job Sheet 4—Prepare and Evaluate a Monte Cristo Sandwich**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                               | Rating |
|-------------------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning             | _____  |
| Safety and sanitation procedures followed                         | _____  |
| Product prepared according to recipe                              | _____  |
| Product evaluated according to given criteria                     | _____  |
| Servable product obtained (evaluation score of 16 or more points) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment — Fryolator**

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

**B. Procedure**

Note: This is an example of a fried sandwich. Other sandwiches of this type are prepared in a similar fashion.

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 4

| <b>Name:</b> Monte Cristo Sandwich                                                                                    |                   |                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Yield:</b> 50 sandwiches                                                                                           |                   | <b>Portion:</b> One sandwich                                                                                   |
| <b>Utensils:</b> Sandwich spatula, tongs, food trays, mixing bowl, wire whip, shallow pan, measuring utensils, scales |                   |                                                                                                                |
| Ingredients                                                                                                           | Quantity          | Method                                                                                                         |
| White bread                                                                                                           | 100 slices        | 1. Lightly butter bread slices and arrange in working rows; 4 by 5 is usually a good arrangement.              |
| Butter, room temperature                                                                                              | 8 oz.             | 2. Arrange on each slice in alternate rows, one slice each of ham, Swiss cheese, chicken, and American cheese. |
| Ham, 1 oz. slices                                                                                                     | 3 lb. 2 oz.       | 3. Top with second slice of bread.                                                                             |
| Swiss cheese, ½ oz. slices                                                                                            | 1 lb. 9 oz.       | 4. Place on trays.                                                                                             |
| Chicken, 1 oz. slices                                                                                                 | 3 lb. 2 oz.       | 5. Cover and refrigerate until serving time.                                                                   |
| American cheese, ½ oz. slices                                                                                         | 1 lb. 9 oz.       | 6. Combine egg, water, and salad oil in bowl.                                                                  |
| Eggs                                                                                                                  | 8                 | 7. Blend well with wire whip and pour in pan.                                                                  |
| Water, cold                                                                                                           | ¼ c.              | 8. Holding sandwich together, dip in egg mixture, then in bread crumbs.                                        |
| Salad oil                                                                                                             | ¼ c.              | 9. Place in fryolator preheated to 350°F, and place screen over to submerge.                                   |
| Bread crumbs                                                                                                          | As needed to coat | 10. Fry until golden brown, approximately 2 min.                                                               |

Note: The sandwich may be fried in a shallow skillet or heavily oiled pan and placed in a hot oven (400°F) instead of deep frying.

- ☐ 3. Evaluate the Monte Cristo sandwich.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

## Job Sheet 4

| Standards of Quality | Characteristics                                                                                            | Excellent<br>(5 pts.) | Good<br>(4 pts.) | Fair<br>(3 pts.) | Poor<br>(2 pts.) |
|----------------------|------------------------------------------------------------------------------------------------------------|-----------------------|------------------|------------------|------------------|
| <b>Appearance</b>    | Suitable in size and shape for occasion<br>Arranged neatly and attractively<br>Light golden brown in color |                       |                  |                  |                  |
| <b>Flavor</b>        | Well blended<br>Pleasing<br>Not oily tasting                                                               |                       |                  |                  |                  |
| <b>Texture</b>       | Crisp outside<br>Cheese completely melted                                                                  |                       |                  |                  |                  |
| <b>Temperature</b>   | Hot throughout                                                                                             |                       |                  |                  |                  |
| <b>Combination</b>   | Bread, filling, and garnish compatible and appealing                                                       |                       |                  |                  |                  |

Total Points \_\_\_\_\_

## Scoring

21-25 points — Servable; good technique

16-20 points — Check technique; serve with improvement in mind

10-15 points — Check technique; do not serve

- ☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? \_\_\_\_\_

b. If the product was not servable, why? \_\_\_\_\_

c. Which of the following should be improved? \_\_\_\_\_

- Measuring
- Temperature
- Mixing
- Preparation

## Job Sheet 4

- ☐ 5. Clean utensils and return unused ingredients to proper storage.
- ☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Fry Station Unit 8

### Job Sheet 5—Prepare and Evaluate Deep Fried Chicken

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                               | Rating |
|-------------------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning             | _____  |
| Safety and sanitation procedures followed                         | _____  |
| Breading station properly set up                                  | _____  |
| Product prepared according to recipe                              | _____  |
| Product evaluated according to given criteria                     | _____  |
| Servable product obtained (evaluation score of 16 or more points) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Deep fryer (gas or electric)

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

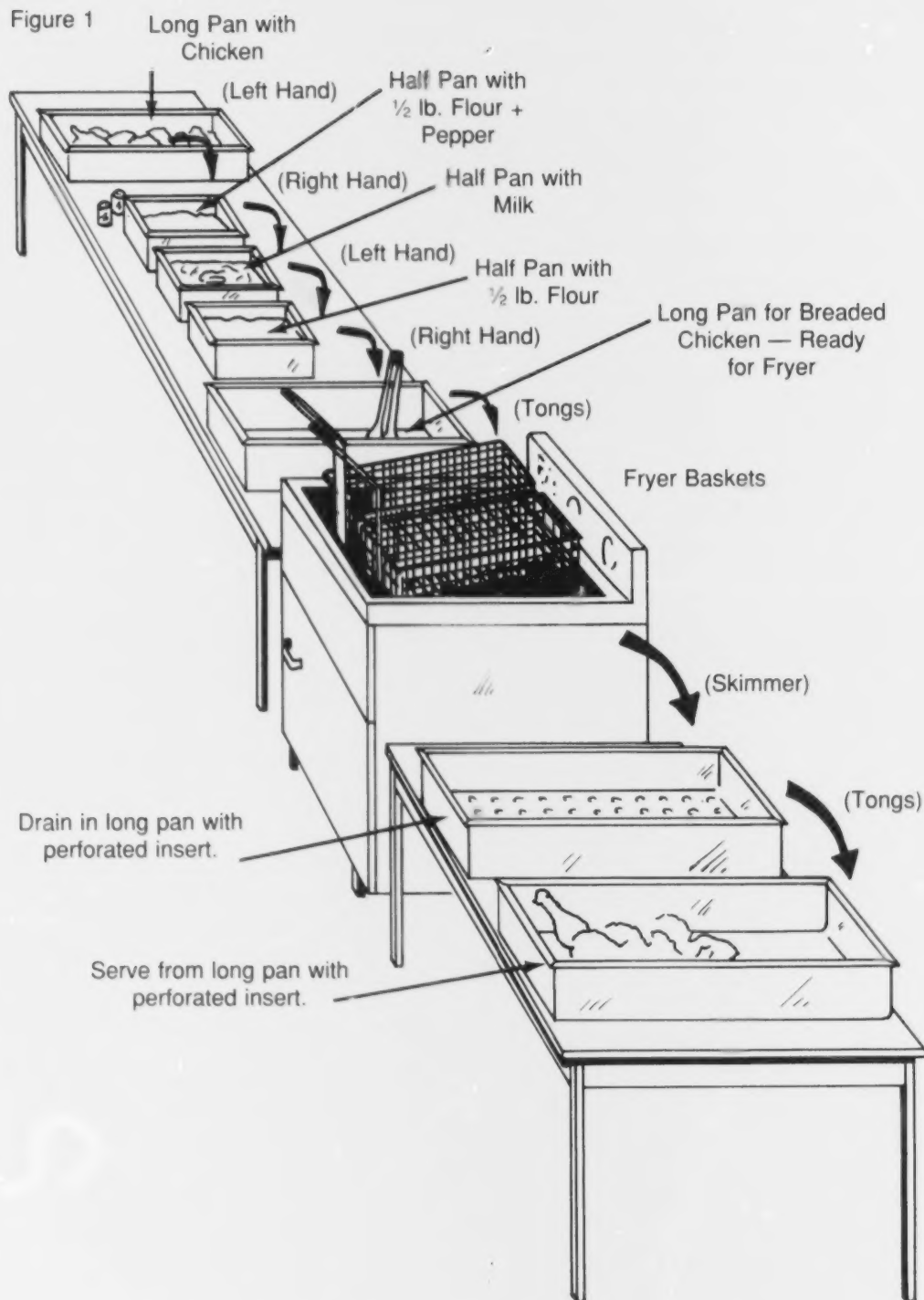
- ☐ 1. Assemble utensils and ingredients at the work station.

**Caution: Use extreme care when using knives.**

- ☐ 2. Set up breading station (Figure 1).

## Job Sheet 5

Figure 1



## Job Sheet 5

- ☐ 3. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

| <b>Name:</b> Deep Fried Chicken                                                                                                                                                                            |                         |                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Yield:</b> 20 servings                                                                                                                                                                                  |                         | <b>Portion:</b> 2 pieces                                                                                |
| <b>Utensils:</b> Knife, cutting board, drainer, skimmer, 4" long hotel pans (4), 4" half pans (3), baker's scale, measuring utensils, wire whip, 12" tongs, long perforated pan inserts (2), fryer baskets |                         |                                                                                                         |
| Ingredients                                                                                                                                                                                                | Quantity                | Method                                                                                                  |
| Oil                                                                                                                                                                                                        | Capacity level of fryer | 1. Fill deep fryer with oil and preheat to 350°F.                                                       |
| Chickens, cut up                                                                                                                                                                                           | 5                       | 2. Clean chicken if needed.                                                                             |
| Flour                                                                                                                                                                                                      | 1 lb.                   | 3. Set up breading station as shown in Figure 1.                                                        |
| Pepper                                                                                                                                                                                                     | ¼ oz.                   | 4. Coat chicken with breading.                                                                          |
| Milk                                                                                                                                                                                                       | 1 pt.                   | 5. Place in deep fat fryer and fry at 350°F for 12 to 16 minutes or until chicken floats for 2 minutes. |
| Salt                                                                                                                                                                                                       | To taste                | 6. Drain chicken pieces.                                                                                |
|                                                                                                                                                                                                            |                         | 7. Salt to taste after cooking; salt causes fat to deteriorate.                                         |

Note: Check for doneness by probing to bone in the thigh and breast pieces.

## Job Sheet 5

- ☐ 4. Evaluate the deep fried chicken.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

| Standards of Quality | Characteristics                                            | Excellent<br>(5 pts.) | Good<br>(4 pts.) | Fair<br>(3 pts.) | Poor<br>(2 pts.) |
|----------------------|------------------------------------------------------------|-----------------------|------------------|------------------|------------------|
| Appearance           | Golden brown<br>Specific pieces uniform in color and shape |                       |                  |                  |                  |
| Flavor               | Fresh, not greasy<br>Maintains true chicken flavor         |                       |                  |                  |                  |
| Texture              | Crisp                                                      |                       |                  |                  |                  |
| Temperature          | Held and served hot                                        |                       |                  |                  |                  |
| Consistency          | Firm but tender<br>Light in weight                         |                       |                  |                  |                  |

Total Points \_\_\_\_\_

## Scoring

21-25 points — Servable; good technique

16-20 points — Check technique; serve with improvement in mind

10-15 points — Check technique; do not serve

- ☐ 5. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? \_\_\_\_\_

b. If the product was not servable, why? \_\_\_\_\_

\_\_\_\_\_



**Job Sheet 5**

c. Which of the following should be improved? \_\_\_\_\_

- Measuring
- Temperature
- Mixing
- Preparation

- ☐ 6. Clean utensils and return unused ingredients to proper storage.
- ☐ 7. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## **Grill Station Unit 9**

### **Objective Sheet**

#### **Unit Objective**

After completing this unit, the student should be able to prepare and evaluate grilled foods. The student should demonstrate these competencies by completing the job sheets and by scoring a minimum of 85 percent on the written test.

#### **Specific Objectives**

After completing this unit, the students should be able to:

1. Match terms related to the grill station with their correct definitions.
2. Select true statements concerning duties of a grill station worker.
3. List common menu items prepared in the grill station.
4. Select true statements concerning factors affecting grill cooking.
5. Complete statements concerning procedures for broiling food items.
6. Prepare and evaluate a cheeseburger. (Job Sheet 1)
7. Prepare and evaluate a grilled cheese sandwich. (Job Sheet 2)
8. Prepare and evaluate a Reuben sandwich. (Job Sheet 3)
9. Prepare and evaluate ground beef patties. (Job Sheet 4)
10. Prepare and evaluate a club steak. (Job Sheet 5)

## **Grill Station Unit 9**

### **Suggested Activities**

#### **Instructional Plan**

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation to take advantages of student learning styles and to accommodate special needs students.
4. Make transparency from the transparency master included with this unit. This appears in the teacher guide only and is designed to be used with the following objective:  
  
TM 1—Vertically Sectioned Grill Surface and Sample Graduated Temperature Zones (Objective 4)
5. Review instructions for evaluating student performance and make copies of Unit Evaluation Form.
6. Provide students with unit of instruction.
7. Discuss unit and specific objectives.
8. Review sections in Units 2 and 3 concerning the use and care of hand tools and utensils and equipment found in the grill station.
9. Review Units 5 and 6 in MAVCC's *Food Production, Management, and Services: Introduction* for safety and sanitation information relating to the grill station.
10. Discuss job sheets, and demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.
11. Make copies of the written test.
12. Give written test.
13. Compile job sheet ratings and written test scores on the Unit Evaluation Form.
14. Reteach and retest as required.

## Suggested Activities

### Teaching Suggestions

Note: Skill areas appearing in boldface type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Demonstrate cooking methods and preparation processes used in the grill station. Have students write a short report detailing the information presented in the demonstration and why it is important to follow such methods. Skill areas: **listening**, **writing**, and **critical thinking**.
2. Demonstrate procedures for seasoning a grill.

### Resources Used in Developing This Unit

1. Gibson, LeRoy. *Food Production, Management, and Services: Production*. Stillwater, OK: Mid-American Vocational Curriculum Consortium, 1983 and 1992.
2. Green, Kinsey. *Fast Food Service Competency Based Teaching Module*. Washington, DC: United States Government and Printing Service.
3. Hohhertz, Durwin. *Fast Food Occupations*. Commerce, TX: Occupational Curriculum Laboratory, 1980.
4. Palan, Earl. *Food Production, Management, and Services: Introduction*, 2nd Ed. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1992.
5. Parker, Marilyn. *Fast Food Service*. Columbia, MO: Instructional Materials Laboratory, University of Missouri--Columbia.

### Suggested Supplemental Resource

1. Terrell, Margaret E. *Professional Food Preparation*. New York: Macmillan.

## Suggested Activities

### Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher or student edition. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

#### Option A

- 4 - Skilled—Can perform job with no additional training.
- 3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
- 2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
- 1 - Unskilled—Is familiar with process, but is unable to perform job.

#### Option B

- Yes—Can perform job with no additional training.
- No—Is unable to perform job satisfactorily.

**Grill Station  
Unit 9**

**Answers to Written Test**

1.   a.    4                   d.    5  
     b.    1                   e.    6  
     c.    2                   f.    3
2.   a, b, c, e
3.   Any six of the following:
  - a.   Hamburgers
  - b.   Steaks
  - c.   Cutlets, chops
  - d.   Bacon
  - e.   Sausage
  - f.   Hash brown potatoes
  - g.   Onions
  - h.   Eggs, omelets
  - i.   Grilled sandwiches
  - j.   Pancakes
  - k.   French toast
4.   a, b
5.   a.    15  
     b.    Marinate  
     c.    Highest  
     d.    Cooking rate  
     e.    Turn  
     f.    Low heat

**Grill Station  
Unit 9**

**Written Test**

Name \_\_\_\_\_

Score \_\_\_\_\_

1. Match the terms on the right with their correct definitions.

- |          |                                                                                                |             |
|----------|------------------------------------------------------------------------------------------------|-------------|
| _____ a. | To cook by indirect heat such as on a hot surface                                              | 1. Marinate |
| _____ b. | To cover and soak food in oil, vinegar, or wine to give added flavor or to tenderize meat      | 2. Baste    |
| _____ c. | To spoon liquid over food as it cooks to prevent drying out                                    | 3. Season   |
| _____ d. | To cook by exposure to direct heat                                                             | 4. Grill    |
| _____ e. | To cook by direct heat, basting with a seasoned sauce                                          | 5. Broil    |
| _____ f. | To prepare grill or griddle surface before placing food in contact with it to prevent sticking | 6. Barbecue |

2. Select true statements concerning duties of a grill station worker by placing an "X" in the appropriate blanks.

- |          |                                                                     |
|----------|---------------------------------------------------------------------|
| _____ a. | Regulates equipment for preheating                                  |
| _____ b. | Turns on exhaust hood ventilation system                            |
| _____ c. | Completes prepreparation of menu items                              |
| _____ d. | Sets up station with excessive ingredients, garnishes, and supplies |
| _____ e. | Prepares items as ordered                                           |
| _____ f. | Discards unused products and cleans work station at end of shift    |

### Written Test

3. List six common menu items prepared in the grill station.
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  - f. \_\_\_\_\_
4. Select true statements concerning factors affecting grill cooking by placing an "X" in the appropriate blanks.
- \_\_\_\_\_ a. Put just enough shortening on grill to lubricate the surface but not float foods
  - \_\_\_\_\_ b. Use recommended grilling temperature
  - \_\_\_\_\_ c. Check for accuracy of temperature occasionally with a special surface thermometer which can be placed directly in the food
  - \_\_\_\_\_ d. Never scrape excess fat off surface before grilling
5. Complete the following list of statements concerning procedures for broiling food items by circling the correct answers.
- a. Preheat broiler (15, 30) minutes before cooking time
  - b. (Smother, Marinate), dip, or brush meat with oil or seasoning before placing the food on the grid of the broiler
  - c. Turn the heat or flame to the (highest, sharpest) point
  - d. Adjust the distance of the meat from the flame to control the (cooking time, moisture loss)
  - e. (Baste, Turn) the meat during the cooking process so both sides are evenly cooked
  - f. Leave the broiler on (high, low heat) when cooking is completed so it will be ready to use as needed

\*Permission to duplicate this test is granted.



**Grill Station  
Unit 9**

**Unit Evaluation Form**

Student Name \_\_\_\_\_ Unit Rating \_\_\_\_\_

Job Sheet 1—Prepare and Evaluate a Cheeseburger Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 2—Prepare and Evaluate a Grilled Cheese Sandwich Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 3—Prepare and Evaluate a Reuben Sandwich Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 4—Prepare and Evaluate Ground Beef Patties Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 5—Prepare and Evaluate a Club Steak Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Written Test Scores**

Pretest \_\_\_\_\_ Posttest \_\_\_\_\_ Other \_\_\_\_\_

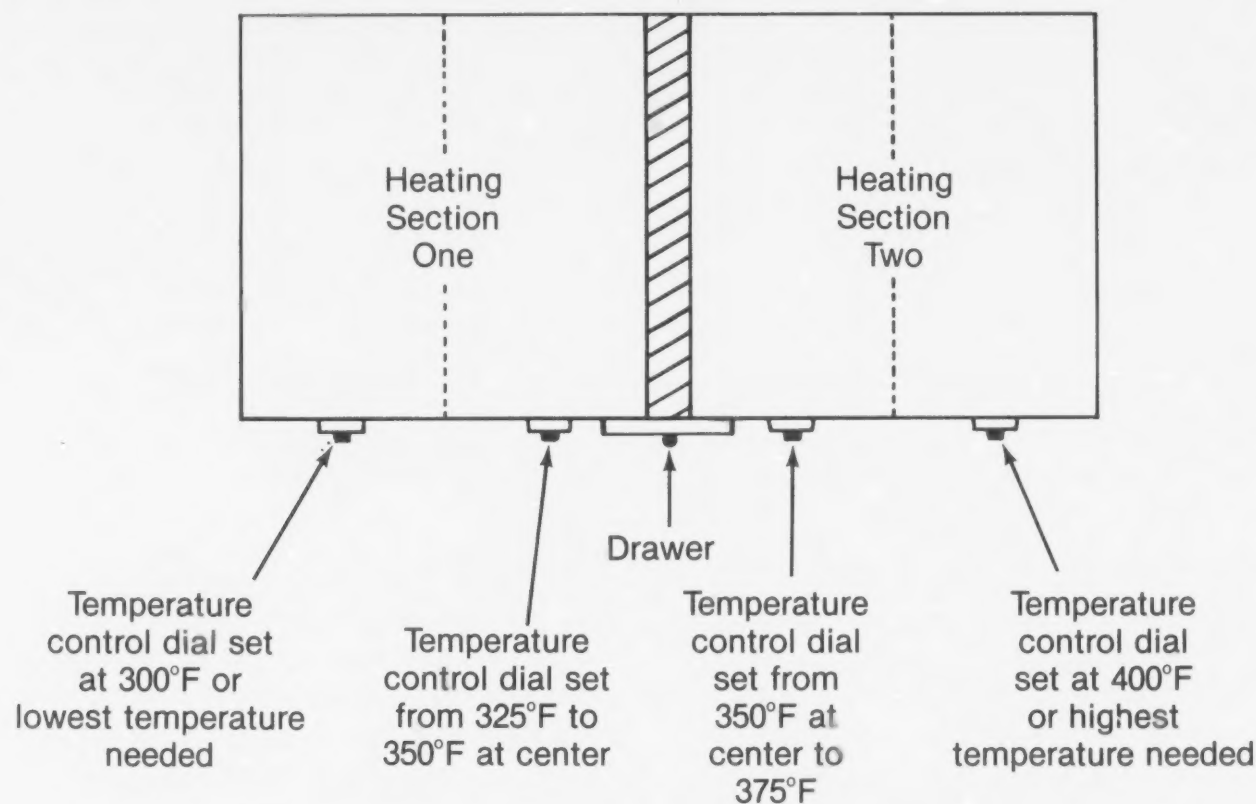
Other \_\_\_\_\_  
\_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

\*Permission to duplicate this form is granted.

## Vertically Sectioned Grill Surface and Sample Graduated Temperature Zones



## Grill Station Unit 9

### Information Sheet

#### 1. Terms and definitions

- a. **Barbecue** — To cook by direct heat, basting with a seasoned sauce
- b. **Baste** — To spoon liquid over food as it cooks to prevent drying out  
  
Note: The liquid may be stock, water, a sauce, or drippings from the food.
- c. **Broil** — To cook by exposure to direct heat
- d. **Grill** — To cook by indirect heat such as on a hot surface
- e. **Marinate** — To cover and soak food in oil, vinegar, or wine to give added flavor or to tenderize meat
- f. **Season** — To prepare grill or griddle surface before placing food in contact with it to prevent sticking

#### 2. Duties of a grill station worker

- a. Regulates equipment for preheating
- b. Turns on exhaust hood ventilation system
- c. Completes prepreparation of menu items  
  
Note: In some fast food operations, this may be done in the preparation station.
- d. Sets up station with required ingredients, garnishes, and supplies
- e. Prepares items as ordered
- f. Maintains neat, orderly, clean work station
- g. Stores unused products and cleans work station at end of shift

### Information Sheet

#### 3. Common menu items prepared in the grill station

##### a. Meats

- Hamburgers
- Steaks
- Cutlets, chops
- Bacon
- Sausage

##### b. Vegetables

- Hash brown potatoes
- Onions

##### c. Other foods

- Eggs, omelets
- Grilled sandwiches
- Pancakes
- French toast

#### 4. Factors affecting grill cooking

##### a. Use recommended grilling temperature.

|           |       |                                                                                        |
|-----------|-------|----------------------------------------------------------------------------------------|
| Examples: | 250°F | Eggs                                                                                   |
|           | 300°F | Bacon                                                                                  |
|           | 350°F | Hamburgers, steaks, cutlets, chops, sausage, hash-browned potatoes, grilled sandwiches |
|           | 400°F | Pancakes                                                                               |

##### b. Check for accuracy of temperature regularly with a special surface thermometer which can be placed directly on the grill.

Note: Hot spots will cause sticking.

##### c. Put just enough shortening on grill to lubricate the surface but not float foods

Note: Excessive shortening will burn onto surface and create a varnish or gum-like material which may cause sticking or off-flavor.

##### d. Scrape excess fat off surface before grilling

## Information Sheet

### 5. Procedures for broiling food items

- a. Preheat broiler 15 minutes before cooking time.
- b. Marinate, dip, or brush meat with oil or seasoning before placing the food on the grid of the broiler.

Note: Oil on the meat prevents sticking, dryness, and cracking while also giving the surface a good color.

- c. Turn the heat or flame to the highest point.
- d. Pull the grid out and place the meat on the grid.

Note: The heat is above the grid on most broilers except charcoal type.

- e. Adjust the distance of the meat from the flame to control the cooking rate.
- f. Turn the meat during the cooking process so both sides are evenly cooked.

Note: Do not overcook because meat will become dry and lose natural flavor juices and nutritional values.

- g. Leave the broiler on low heat when cooking is completed so it will be ready to use as needed.

## Grill Station Unit 9

### Job Sheet 1—Prepare and Evaluate a Cheeseburger

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                               | Rating |
|-------------------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning             | _____  |
| Safety and sanitation procedures followed                         | _____  |
| Product prepared according to recipe                              | _____  |
| Product evaluated according to given criteria                     | _____  |
| Servable product obtained (Evaluation score of 15 or more points) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Grill

Note: Hand tools, utensils, and ingredients are part of the standardized recipe below.

B. Procedure

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield, write any changes in the quantity column.

## Job Sheet 1

| <b>Name:</b> Cheeseburger                      |          |                                                                 |
|------------------------------------------------|----------|-----------------------------------------------------------------|
| <b>Yield:</b> One                              |          | <b>Portion:</b> One                                             |
| <b>Utensils:</b> Offset spatula, serving plate |          |                                                                 |
| Ingredients                                    | Quantity | Method                                                          |
| Hamburger patty                                | 1        | 1. Preheat grill to 325°F.                                      |
| Cheese slice                                   | 1        | 2. Place hamburger patty on grill.                              |
| Hamburger bun                                  | 1        | 3. Cook till half done or brown.                                |
| Lettuce, leaf                                  | 1        | 4. Turn hamburger patty and place cheese on meat.               |
| Onion slice                                    | 1        | 5. Place hamburger buns face down on grill.                     |
| Pickles                                        | 4        | 6. Remove hamburger patty and hamburger buns.                   |
| Parsley sprig                                  | 1        | 7. Place on plate.                                              |
| Tomato slices                                  | 2        | 8. Place lettuce, tomato, onion, pickles, and parsley on plate. |
|                                                |          | 9. Serve immediately.                                           |

Note: Buns may be warmed on bun toaster.

- ☐ 3. Evaluate the cheeseburger.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

## Job Sheet 1

| Standards of Quality | Characteristics                                                                            | Excellent<br>(5 pts.) | Good<br>(4 pts.) | Fair<br>(3 pts.) | Poor<br>(2 pts.) |
|----------------------|--------------------------------------------------------------------------------------------|-----------------------|------------------|------------------|------------------|
| Appearance           | Size and shape of patty should be suitable for bun<br>Arranged neatly on plate for serving |                       |                  |                  |                  |
| Flavor               | Appropriate for type<br>Well blended<br>Pleasing and suitable                              |                       |                  |                  |                  |
| Texture              | Bread should be firm not crumbly or porous<br>Meat should not be greasy                    |                       |                  |                  |                  |
| Temperature          | Hot sandwiches hot<br>Cold sandwiches cold                                                 |                       |                  |                  |                  |
| Combination          | Bread, filling, and garnish compatible and appealing                                       |                       |                  |                  |                  |

Total Points \_\_\_\_\_

## Scoring

21-25 points — Servable; good technique

16-20 points — Check technique; serve with improvement in mind

10-15 points — Check technique; do not serve

- ☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? \_\_\_\_\_

b. If the product was not servable, why? \_\_\_\_\_

c. Which of the following should be improved? \_\_\_\_\_

- Measuring
- Temperature
- Mixing
- Preparation



**Job Sheet 1**

- ☐ 5. Clean utensils and return unused ingredients to proper storage.
- ☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Grill Station Unit 9

### Job Sheet 2—Prepare and Evaluate a Grilled Cheese Sandwich

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                               | Rating |
|-------------------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning             | _____  |
| Safety and sanitation procedures followed                         | _____  |
| Product prepared according to recipe                              | _____  |
| Product evaluated according to given criteria                     | _____  |
| Servable product obtained (Evaluation score of 15 or more points) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Sandwich grill

Note: Hand tools, utensils, and ingredients are part of the standardized recipe below.

B. Procedure

- ☐ 1. Assemble utensils and ingredients at the work station.

**Caution: Use extreme care when working with knives.**

- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield, write any changes in the quantity column.

## Job Sheet 2

| <b>Name:</b> Grilled Cheese Sandwich                                                                 |          |                                                                                 |
|------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------|
| <b>Yield:</b> One sandwich                                                                           |          | <b>Portion:</b> One sandwich                                                    |
| <b>Utensils:</b> Offset spatula, pastry brush, cutting board, knife, frill toothpicks, serving plate |          |                                                                                 |
| Ingredients                                                                                          | Quantity | Method                                                                          |
| Bread, sliced                                                                                        | 2        | 1. Preheat grill to 325°F.                                                      |
| Cheese slice                                                                                         | 2 oz.    | 2. Lightly brush melted butter on one side of slice of bread.                   |
| Margarine or butter, melted                                                                          | 1        | 3. Place on grill, butter side down.                                            |
| Pickle slice                                                                                         |          | 4. Top with slice of cheese.                                                    |
|                                                                                                      |          | 5. Lightly brush second slice of bread; place on top of cheese, butter side up. |
|                                                                                                      |          | 6. Turn with spatula when golden brown.                                         |
|                                                                                                      |          | 7. Remove from grill when both sides are golden brown.                          |
|                                                                                                      |          | 8. Cut, garnish, and arrange on plate.                                          |
|                                                                                                      |          | 9. Serve immediately.                                                           |

- ☐ 3. Evaluate the grilled cheese sandwich.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

## Job Sheet 2

| Standards of Quality | Characteristics                                                                                           | Excellent<br>(5 pts.) | Good<br>(4 pts.) | Fair<br>(3 pts.) | Poor<br>(2 pts.) |
|----------------------|-----------------------------------------------------------------------------------------------------------|-----------------------|------------------|------------------|------------------|
| Appearance           | Bread should be golden brown<br>Arranged neatly on plate                                                  |                       |                  |                  |                  |
| Flavor               | Appropriate for type<br>Well blended<br>Pleasing and suitable                                             |                       |                  |                  |                  |
| Texture              | Bread should be firm, not crumbly or porous<br>Filling in identifiable pieces and spread to edge of bread |                       |                  |                  |                  |
| Temperature          | Hot sandwiches hot<br>Cold sandwiches cold                                                                |                       |                  |                  |                  |
| Combination          | Bread, filling, and garnish compatible and appealing                                                      |                       |                  |                  |                  |

Total Points \_\_\_\_\_

## Scoring

21-25 points — Servable; good technique

16-20 points — Check technique; serve with improvement in mind

10-15 points — Check technique; do not serve

- ☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? \_\_\_\_\_

b. If the product was not servable, why? \_\_\_\_\_

c. Which of the following should be improved? \_\_\_\_\_

- Measuring
- Temperature
- Mixing
- Preparation

**Job Sheet 2**

- ☐ 5. Clean utensils and return unused ingredients to proper storage.
- ☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Grill Station Unit 9

### Job Sheet 3—Prepare and Evaluate a Reuben Sandwich

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                               | Rating |
|-------------------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning             | _____  |
| Safety and sanitation procedures followed                         | _____  |
| Product prepared according to recipe                              | _____  |
| Product evaluated according to given criteria                     | _____  |
| Servable product obtained (evaluation score of 16 or more points) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment — Sandwich grill

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a grilled sandwich. Other sandwiches of this type are prepared in a similar fashion.

- ☐ 1. Assemble utensils and ingredients at the work station.

**Caution: Use extreme care when working with knives.**

- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 3

| <b>Name:</b> Reuben Sandwich                                                                |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Yield:</b> 50 sandwiches                                                                 |              | <b>Portion:</b> One sandwich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Utensils:</b> Sandwich spatula, tongs, pastry brush, French knife, cutting board, scales |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Ingredients                                                                                 | Quantity     | Method                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Rye bread                                                                                   | 100 slices   | <ol style="list-style-type: none"> <li>1. Arrange bread in working rows; usually 4 by 5 is satisfactory.</li> <li>2. Spread each slice with 1 tsp. of Thousand Island dressing.</li> <li>3. On alternate rows of bread, place 1½ oz. of corned beef, 1 oz. of sauerkraut, and 1 oz. of Swiss cheese.</li> <li>4. Cover with top slice of bread.</li> <li>5. Continue assembling sandwiches following above procedure until all are completed.</li> <li>6. Arrange on trays and cover with wax paper. Refrigerate until time to grill.</li> <li>7. Brush sandwich with melted butter and place on grill; cook until lightly browned.</li> <li>8. Butter top side and turn to grill.</li> <li>9. Remove when grilled to desired doneness. Cut and arrange on serving plate with garnish and accompaniment.</li> <li>10. Serve immediately to guest.</li> </ol> |
| Thousand Island dressing                                                                    | 2 c.         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Corned beef, cooked, sliced very thin                                                       | 4 lb. 11 oz. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Sauerkraut, well drained                                                                    | 1½ qt.       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Swiss cheese, 1 oz. slices                                                                  | 3 lb. 2 oz.  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Butter or margarine, melted                                                                 | 1 lb.        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

- ☐ 3. Evaluate the Reuben sandwich.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

## Job Sheet 3

| Standards of Quality | Characteristics                                                                                            | Excellent<br>(5 pts.) | Good<br>(4 pts.) | Fair<br>(3 pts.) | Poor<br>(2 pts.) |
|----------------------|------------------------------------------------------------------------------------------------------------|-----------------------|------------------|------------------|------------------|
| <b>Appearance</b>    | Suitable in size and shape for occasion<br>Arranged neatly and attractively<br>Light golden brown in color |                       |                  |                  |                  |
| <b>Flavor</b>        | Zesty<br>Well blended<br>Pleasing                                                                          |                       |                  |                  |                  |
| <b>Texture</b>       | Bread firm, not crumbly or soggy<br>Filling evenly distributed                                             |                       |                  |                  |                  |
| <b>Temperature</b>   | Hot throughout                                                                                             |                       |                  |                  |                  |
| <b>Combination</b>   | Bread, filling, and garnish compatible and appealing                                                       |                       |                  |                  |                  |

Total Points \_\_\_\_\_

## Scoring

21-25 points — Servable; good technique

16-20 points — Check technique; serve with improvement in mind

10-15 points — Check technique; do not serve

- ☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? \_\_\_\_\_

b. If the product was not servable, why? \_\_\_\_\_

c. Which of the following should be improved? \_\_\_\_\_

- Measuring
- Temperature
- Mixing
- Preparation



**Job Sheet 3**

- ☐ 5. Clean utensils and return unused ingredients to proper storage.
- ☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Grill Station Unit 9

### Job Sheet 4—Prepare and Evaluate Ground Beef Patties

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                               | Rating |
|-------------------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning             | _____  |
| Safety and sanitation procedures followed                         | _____  |
| Product prepared according to recipe                              | _____  |
| Product evaluated according to given criteria                     | _____  |
| Servable product obtained (evaluation score of 16 or more points) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment — Grill

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a grilled sandwich. Other sandwiches of this type are prepared in a similar fashion.

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 4

| <b>Name:</b> Ground Beef Patties                                  |          |                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Yield:</b> 50 portions                                         |          | <b>Portion:</b> 1 patty, 6 oz.                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Utensils:</b> Offset spatula or meat turner, bake sheet or pan |          |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Ingredients                                                       | Quantity | Method                                                                                                                                                                                                                                                                                                                                                                                                               |
| Beef, ground                                                      | 19 lb.   | <ol style="list-style-type: none"> <li>1. Scale ground meat into 6 oz. portions and form in oval patties.</li> <li>2. When lightly browned, turn carefully using a spatula or meat turner. Broiler marks should show on meat. Brown second side and remove to clean bake sheet or other pan when still rare. Finish in oven or return to broiler at service time. Cook medium unless otherwise indicated.</li> </ol> |

Note: Patties may be served with appropriate sauce, onion rings, or brushed with butter and sprinkled with fresh chopped parsley.

- ☐ 3. Evaluate ground beef patties.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

| Standards of Quality | Characteristics                                        | Excellent<br>(5 pts.) | Good<br>(4 pts.) | Fair<br>(3 pts.) | Poor<br>(2 pts.) |
|----------------------|--------------------------------------------------------|-----------------------|------------------|------------------|------------------|
| Appearance           | Even brown color                                       |                       |                  |                  |                  |
| Flavor               | Well blended<br>Pleasing and suitable                  |                       |                  |                  |                  |
| Texture              | Tender, not dry<br>Moist, not greasy                   |                       |                  |                  |                  |
| Temperature          | Appropriate degree of doneness<br>Hot foods served hot |                       |                  |                  |                  |
| Consistency          | Firm, not crumbly or crusty                            |                       |                  |                  |                  |

Total Points \_\_\_\_\_

## Job Sheet 4

## Scoring

21-25 points — Servable; good technique

16-20 points — Check technique; serve with improvement in mind

10-15 points — Check technique; do not serve

- ☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? \_\_\_\_\_

b. If the product was not servable, why? \_\_\_\_\_  
\_\_\_\_\_

c. Which of the following should be improved? \_\_\_\_\_  
\_\_\_\_\_

- Measuring
- Temperature
- Mixing
- Preparation

- ☐ 5. Clean utensils and return unused ingredients to proper storage.

- ☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Grill Station Unit 9

### Job Sheet 5—Prepare and Evaluate a Club Steak

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                               | Rating |
|-------------------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning             | _____  |
| Safety and sanitation procedures followed                         | _____  |
| Product prepared according to recipe                              | _____  |
| Product evaluated according to given criteria                     | _____  |
| Servable product obtained (evaluation score of 16 or more points) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment — Grill

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a grilled sandwich. Other sandwiches of this type are prepared in a similar fashion.

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 5

| <b>Name:</b> Club Steak                  |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Yield:</b> 1 portions                 |                          | <b>Portion:</b> 8 oz.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Utensils:</b> Food tongs, counter pan |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Ingredients                              | Quantity                 | Method                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Club steak<br>Salad oil                  | 8 oz.<br>To lightly coat | <ol style="list-style-type: none"> <li>1. Dip club steak in oil and place on preheated broiler rack.</li> <li>2. Turn carefully, when lightly browned, using food tongs.</li> </ol> <p>Note: Do not puncture meat with tongs.</p> <ol style="list-style-type: none"> <li>3. Cook to desired degree of doneness.</li> <li>4. Turn steak a total of four times during cooking process.</li> </ol> <p>Note: When turning a steak over make a half turn each time in direction steak is placed back on grill to achieve diamond design from broiler rack.</p> |

Note: Below is the approximate cooking time for steak 1 inch thick.

| Rare            | Medium           | Well Done        |
|-----------------|------------------|------------------|
| 8 to 10 minutes | 12 to 14 minutes | 20 to 25 minutes |

- ☐ 3. Evaluate the club steak.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

## Job Sheet 5

| Standards of Quality | Characteristics                                        | Excellent<br>(5 pts.) | Good<br>(4 pts.) | Fair<br>(3 pts.) | Poor<br>(2 pts.) |
|----------------------|--------------------------------------------------------|-----------------------|------------------|------------------|------------------|
| Appearance           | Even brown color                                       |                       |                  |                  |                  |
| Flavor               | Well blended<br>Pleasing and suitable                  |                       |                  |                  |                  |
| Texture              | Tender, not dry<br>Moist, not greasy                   |                       |                  |                  |                  |
| Temperature          | Appropriate degree of doneness<br>Hot foods served hot |                       |                  |                  |                  |
| Consistency          | Firm, not crusty                                       |                       |                  |                  |                  |

Total Points \_\_\_\_\_

## Scoring

21-25 points — Servable; good technique

16-20 points — Check technique; serve with improvement in mind

10-15 points — Check technique; do not serve

- ☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? \_\_\_\_\_

b. If the product was not servable, why? \_\_\_\_\_

c. Which of the following should be improved? \_\_\_\_\_

- Measuring
- Temperature
- Mixing
- Preparation

**Job Sheet 5**

- ☐ 5. Clean utensils and return unused ingredients to proper storage.
- ☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## **Breakfast Station Unit 10**

### **Objective Sheet**

#### **Unit Objective**

After completing this unit, the student should be able to prepare various breakfast foods. The student should demonstrate these competencies by completing the job sheets, and by scoring a minimum of 85 percent on the written test.

#### **Specific Objectives**

After completing this unit, the student should be able to:

1. Match terms related to the breakfast station with their correct definitions.
2. Complete statements concerning unique features of the breakfast meal.
3. Select true statements concerning characteristics of a continental breakfast.
4. Select common breakfast foods.
5. List preparation procedures for breakfast foods.
6. List common condiments.
7. Prepare scrambled eggs. (Job Sheet 1)
8. Prepare fried eggs. (Job Sheet 2)
9. Prepare simmered eggs. (Job Sheet 3)
10. Prepare poached eggs. (Job Sheet 4)
11. Prepare an omelet. (Job Sheet 5)
12. Prepare pancakes. (Job Sheet 6)
13. Prepare hash brown potatoes. (Job Sheet 7)
14. Prepare blanched link sausage. (Job Sheet 8)
15. Prepare blanched bacon. (Job Sheet 9)

## **Breakfast Station Unit 10**

### **Suggested Activities**

#### **Instructional Plan**

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.
4. Review instructions for evaluating student performance and make copies of the Unit Evaluation Form.
5. Provide student with unit of instruction.
6. Discuss unit and specific objectives.
7. Discuss the job sheets and demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.
8. Discuss the use of the Unit Evaluation Form with students, and select and discuss the rating scale that will be used for student evaluation.
9. Make copies of the written test.
10. Give written test.
11. Compile job sheet ratings and written test scores on the Unit Evaluation Form.
12. Reteach and retest as required.

## Suggested Activities

### Teaching Suggestions

Note: Skill areas appearing in boldface type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Arrange for the class to visit a hotel coffee shop or breakfast specialty restaurant to observe preopening setup. After visit, have students write a report outlining the establishment's specialties and anything unique about policy and procedure that helps make the breakfast trade successful. Skill areas: **creative thinking, writing, and listening.**
2. Invite a breakfast cook to class to demonstrate skills such as egg turning, omelet preparation, and pancake flipping. Structure visit to allow students to ask questions concerning the cook's employment, training, techniques, clues to success. Skill areas: **writing, listening, critical thinking, and interpersonal relationships.**
3. Invite representative from one of the fast food stores in your area to discuss the overall planning, execution, and cleanup of the breakfast meal. Instruct students to quiz the guest about franchise packaged ingredients and portion control for breakfast foods. (Example: McDonald's packages its own pancake mix, and has strict quantity limits on the ingredients of muffins and combination sandwiches such as the Egg McMuffin.) Have students discuss the far-reaching influence corporate headquarters has over breakfast meals served in their local fast food franchise store. Skill areas: **interpersonal relationships, critical thinking, and oral communication.**
4. Have students prepare oatmeal, then discuss standards of quality with the class.
5. Discuss standards of quality for common breakfast items with class.

Note: Contact your local egg council or your state's land-grant university poultry or animal foods specialist for quality standards on egg dishes and breakfast meats.

6. Provide students with the opportunity to discuss their feelings/thoughts about the processes and the procedures they have just learned. Have them discuss how they can use what they have learned and the importance of their lessons. Skill areas: **interpersonal relationships and oral communication.**

### Resources Used in Developing This Unit

1. Folsom, LeRoi. *The Professional Chef*, 4th Ed. New York: Van Nos Reinhold, 1983.
2. Gibson, LeRoy. *Food Production, Management, and Services: Production*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983 and 1992.

## Suggested Activities

**Suggested Supplemental Resource**—Terrell, Margaret E. *Professional Food Preparation*. New York: Macmillan.

### Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher or student edition. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

#### Option A

- 4 - Skilled—Can perform job with no additional training.
- 3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
- 2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
- 1 - Unskilled—Is familiar with process, but is unable to perform job.

#### Option B

- Yes—Can perform job with no additional training.
- No—Is unable to perform job satisfactorily.

**Breakfast Station  
Unit 10**

**Answers to Written Test**

- |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|
| 1. | a. | 13 | f. | 11 | k. | 10 | p. | 17 | u. | 24 |
|    | b. | 4  | g. | 12 | l. | 6  | q. | 22 | v. | 16 |
|    | c. | 7  | h. | 9  | m. | 1  | r. | 15 | w. | 18 |
|    | d. | 8  | i. | 5  | n. | 3  | s. | 23 | x. | 21 |
|    | e. | 20 | j. | 2  | o. | 14 | t. | 19 |    |    |
2. a. Cooked  
b. Short  
c. Hot  
d. Quickly  
e. Condiments  
f. Eaten
3. a, c, d
4. a, b, c, e, f, h, i, j, k, l
5. Any four of the following:
- a. Break eggs into a large container to scramble and into individual cups to fry, poach, or make omelets.
  - b. Prepare pancake and waffle batters, and dipping mixture for French toast.
  - c. Cook hot cereals
  - d. Portion fruits
  - e. Place meat on pans for cooking.
  - f. Warm plates.
6. Any six of the following:
- a. Soft or whipped margarine or butter
  - b. Syrup
  - c. Honey
  - d. Jelly
  - e. Jam
  - f. Gravy
  - g. Cream
  - h. Ketchup
  - i. Specialties

**Breakfast Station  
Unit 10**

**Written Test**

Name \_\_\_\_\_

Score \_\_\_\_\_

1. Match the terms on the right with their correct definitions.

- |          |                                                                                                                         |                   |
|----------|-------------------------------------------------------------------------------------------------------------------------|-------------------|
| _____ a. | To partially cook by simmering in water                                                                                 | 1. Poach          |
| _____ b. | Bread dipped in a mixture of egg and milk then sautéed or fried                                                         | 2. Short orders   |
| _____ c. | An appliance with two electrically heated hinged parts that close around batter and imprint a pattern on it as it bakes | 3. Scramble       |
| _____ d. | Sliced, cooked potatoes sautéed to a golden brown                                                                       | 4. French toast   |
| _____ e. | Boiled potatoes, diced or shredded and sautéed until they have a crisp golden brown crust                               | 5. Waffle dropper |
| _____ f. | An egg cooked until the yolk is completely coagulated                                                                   | 6. Pancake        |
| _____ g. | A cereal product made from corn and often served in place of potatoes                                                   | 7. Waffle iron    |
| _____ h. | A thin cake made of batter baked in an appliance that leaves a gridlike pattern indented in the cake                    | 8. Home fries     |
| _____ i. | A device used to portion the correct amount of batter onto the surface of a waffle iron                                 | 9. Waffle         |
| _____ j. | Food items that can be quickly prepared upon request                                                                    | 10. Precook       |
| _____ k. | To cook food ahead of time either partially or completely to permit speedy final cooking or reheating                   | 11. Hard-cooked   |
| _____ l. | A thin flat cake made of batter cooked on both sides, usually on a grill                                                | 12. Grits         |
|          |                                                                                                                         | 13. Blanch        |

### Written Test

- |          |                                                                                                                                                                          |                    |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| _____ m. | To cook eggs with shells removed by simmering them in shallow water                                                                                                      | 14. Country style  |
| _____ n. | To cook beaten eggs in a greased skillet or fry pan and, throughout the cooking process, repeatedly lift small sections as the bottom portions become cooked             | 15. Brunch         |
| _____ o. | Fried eggs that have a film of white covering the yolk as a result of their being cooked in a lidded pan                                                                 | 16. Frying         |
| _____ p. | An egg cooked in the shell unit until the white is mostly firm and the yolk is slightly thickened but still liquid                                                       | 17. Soft-cooked    |
| _____ q. | An inaccurate term sometimes used to describe eggs that are cooked in their shells                                                                                       | 18. Sunny side up  |
| _____ r. | A late breakfast, an early lunch, or a combination of the two                                                                                                            | 19. Eggs over easy |
| _____ s. | A special dish in which a toasted English muffin half is topped with Canadian bacon, a poached egg, and hollandaise sauce                                                | 20. Hash browns    |
| _____ t. | Fried eggs that are partially cooked on one side and turned over to finish cooking on the other side                                                                     | 21. Coagulated     |
| _____ u. | An egg product prepared by pouring beaten eggs into a greased pan, cooking them without stirring until they are set, and then folding or rolling the product for service | 22. Boiled         |
| _____ v. | A method of egg cookery in which eggs are removed from the shells and cooked in a small amount of fat                                                                    | 23. Eggs Benedict  |
| _____ w. | Eggs that are fried without being turned over                                                                                                                            | 24. Omelet         |
| _____ x. | Changed from a liquid to a thickened state                                                                                                                               |                    |

### Written Test

2. Complete the following statements concerning features unique to the breakfast meal.

- a. Food is \_\_\_\_\_ to order.
- b. Food takes a \_\_\_\_\_ amount of time to prepare.
- c. Food must be served \_\_\_\_\_.
- d. Guests want to eat \_\_\_\_\_.
- e. Many \_\_\_\_\_ are served.
- f. Breakfast may be \_\_\_\_\_ any time of the day.

3. Select true statements concerning characteristics of continental breakfasts by placing an "X" in each appropriate blank.

- \_\_\_\_\_ a. Fruit or juice is served as part of the breakfast.
- \_\_\_\_\_ b. This type of breakfast is popular in hospitals.
- \_\_\_\_\_ c. A continental breakfast requires no cooking.
- \_\_\_\_\_ d. Toast or pastry is part of the breakfast.

4. Select common breakfast foods by placing an "X" in each appropriate blank.

- \_\_\_\_\_ a. French toast
- \_\_\_\_\_ b. Scrambled eggs
- \_\_\_\_\_ c. Pancakes
- \_\_\_\_\_ d. Iced tea
- \_\_\_\_\_ e. Bacon
- \_\_\_\_\_ f. Cereal
- \_\_\_\_\_ g. French fried potatoes
- \_\_\_\_\_ h. Waffles
- \_\_\_\_\_ i. Fruit or juice
- \_\_\_\_\_ j. Doughnut
- \_\_\_\_\_ k. Milk
- \_\_\_\_\_ l. Crepes



### Written Test

5. List four preparation procedures for breakfast foods.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

6. List six common condiments.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

\*Permission to duplicate this test is granted.

**Breakfast Station  
Unit 10**

**Unit Evaluation Form**

Student Name \_\_\_\_\_ Unit Rating \_\_\_\_\_

Job Sheet 1—Prepare Scrambled Eggs Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 2—Prepare Fried Eggs Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 3—Prepare Simmered Eggs Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 4—Prepare Poached Eggs Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 5—Prepare an Omelet Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 6—Prepare Pancakes Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 7—Prepare Hash Brown Potatoes Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 8—Prepare Blanched Link Sausage Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

### Unit Evaluation Form

Job Sheet 9—Prepare Blanched Bacon

Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

#### Written Test Scores

Pretest \_\_\_\_\_

Posttest \_\_\_\_\_

Other \_\_\_\_\_

Other \_\_\_\_\_  
\_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

\*Permission to duplicate this form is granted.

## Breakfast Station Unit 10

### Information Sheet

#### 1. Terms and definitions

- a. **Blanch** — To partially cook by simmering in water
- b. **Boiled** — An inaccurate term sometimes used to describe eggs that are cooked in their shells  
  
Note: Boiled eggs are more accurately called simmered eggs.
- c. **Brunch** — A late breakfast, an early lunch, or a combination of the two
- d. **Coagulated** — Changed from a liquid to a thickened state
- e. **Country style** — Fried eggs that have a film of white covering the yolk as a result of their being cooked in a lidded pan
- f. **Eggs Benedict** — A special dish in which a toasted English muffin half is topped with Canadian bacon, a poached egg, and hollandaise sauce
- g. **Eggs over easy** — Fried eggs that are partially cooked on one side and turned over to finish cooking on the other side
- h. **French toast** — Bread dipped in a mixture of egg and milk, then sautéed or fried
- i. **Frying** — A method of egg cookery in which eggs are removed from the shells and cooked in a small amount of fat
- j. **Grits** — A cereal product made from corn and often served in place of potatoes
- k. **Hard-cooked** — An egg cooked until the yolk is completely coagulated
- l. **Hash browns** — Boiled potatoes, diced or shredded and sautéed until they have a crisp golden brown crust
- m. **Home fries** — Sliced, cooked potatoes sautéed to a golden brown
- n. **Omelet** — An egg product prepared by pouring beaten eggs into a greased pan, cooking them without stirring until they are set, and then folding or rolling the product for service

Note: Cheese, ham, vegetables, etc., may be added to the omelet before folding.

### Information Sheet

- o. **Pancake** — A thin flat cake made of batter cooked on both sides, usually on a grill

Note: Pancakes are sometimes called hotcakes.

- p. **Poach** — To cook eggs with shells removed by simmering them in shallow water
- q. **Precook** — To cook food ahead of time either partially or completely to permit speedy final cooking or reheating
- r. **Scramble** — To cook beaten eggs in a greased skillet or fry pan and, throughout the cooking process, repeatedly lift small sections as the bottom portions become cooked
- s. **Short orders** — Food items that can be quickly prepared upon request
- t. **Soft-cooked** — An egg cooked in the shell unit until the white is mostly firm and the yolk is slightly thickened but still liquid
- u. **Sunny side up** — Eggs that are fried without being turned over
- v. **Waffle** — A thin cake made of batter baked in an appliance that leaves a gridlike pattern indented in the cake
- w. **Waffle dropper** — A device used to portion the correct amount of batter onto the surface of a waffle iron
- x. **Waffle iron** — An appliance with two electrically heated hinged parts that close around batter and imprint a pattern on it as it bakes

## 2. Unique features of the breakfast meal

- a. Food is cooked to order.
- b. Food takes a short amount of time to prepare.
- c. Food must be served hot.

Note: The food loses quality and appetite appeal as it cools to room temperature.

- d. Guests want to eat quickly.

Note: Breakfast is not a conversation meal and guests often have a limited time.

- e. Many condiments are served.
- f. Breakfast may be eaten any time of the day.

## Information Sheet

### 3. Characteristics of a continental breakfast

- a. Includes fruit or juice, toast or pastry, and coffee
- b. Requires no cooking
- b. Is very popular in motels, hotels, and restaurants

### 4. Common breakfast foods

- a. Eggs
  - Scrambled
  - Fried
  - Note: A basted egg is a form of fried egg.
  - Poached
  - Hard- or soft-cooked
  - Omelet
- b. Pancakes
- c. Waffles
- d. Crepes
- e. Breads
  - Plain toast
  - French toast
  - Cinnamon toast
  - Biscuits
  - Muffins
- f. Hash brown potatoes

## Information Sheet

## g. Cereals

- Hot

Example: Oatmeal

- Cold

Examples: Corn flakes, raisin bran

## h. Fruits or juices

- Orange
- Grapefruit
- Prune

Note: Seasonal fruits which may be served include various types of melons and strawberries.

## i. Meats

- Bacon
- Ham
- Sausage
  - Links
  - Patties

## j. Pastries

- Doughnuts
- Sweet rolls
- Coffee cake

## k. Beverages

- Milk
- Hot tea
- Coffee
- Hot chocolate

## Information Sheet

### 5. Preparation procedures for breakfast foods

- a. Break eggs into a large container to scramble and into individual cups to fry, poach, or make omelets.
- b. Prepare pancake and waffle batters, and dipping mixture for French toast.
- c. Cook hot cereal.
- d. Portion fruits.
- e. Place meat on pans for cooking.

Note: Meat may be prepared the evening before breakfast, then reheated. It may be cooked in oven, on grill, or in fryer. Some menus call for meats to be cooked to order.

- f. Warm plates.

### 6. Common condiments

Note: Condiments may be served with pancakes, waffles, French toast, bread, cereal, eggs, or the entree.

- a. Soft or whipped margarine or butter
- b. Syrup
- c. Honey
- d. Jelly
- e. Jam
- f. Gravy
- g. Cream
- h. Ketchup
- i. Specialties

Examples: Nuts, coconut, powdered sugar



**Breakfast Station  
Unit 10**

**Job Sheet 1—Prepare Scrambled Eggs**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| <b>Evaluation criteria</b>                                                                            | <b>Rating</b> |
|-------------------------------------------------------------------------------------------------------|---------------|
| Utensils and ingredients assembled prior to beginning                                                 | _____         |
| Product prepared according to recipe                                                                  | _____         |
| Safety and sanitation procedures followed                                                             | _____         |
| Eggs pleasing in consistency, flavor, texture, and appearance;<br>not over- or undercooked, or greasy | _____         |
| Eggs served hot                                                                                       | _____         |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment—Range**

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

**B. Procedure**

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 1

| <b>Name:</b> Scrambled Eggs                         |                           |                                                                                                                    |
|-----------------------------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Yield:</b> One portion                           |                           | <b>Portion:</b> Two eggs                                                                                           |
| <b>Utensils:</b> Egg skillet, fork, bowl, wire whip |                           |                                                                                                                    |
| Ingredients                                         | Quantity                  | Method                                                                                                             |
| Eggs                                                | 2                         | 1. Break eggs into bowl.                                                                                           |
| Liquid, if desired (water, cream, milk)             | 1 T.                      | 2. Beat slightly with wire whip.                                                                                   |
| Fat (butter, margarine, shortening, or bland oil)   | To coat bottom of skillet | 3. Add small amount of liquid to eggs in bowl; mix.                                                                |
|                                                     |                           | 4. Heat fat in egg skillet until it is hot enough to begin coagulating eggs when they are placed in it.            |
|                                                     |                           | 5. Place eggs in heated fat in egg skillet.                                                                        |
|                                                     |                           | 6. Stir gently with fork until cooked to desired consistency. Eggs should be cooked soft unless ordered otherwise. |

Note: Scrambled eggs may also be prepared on the grill.

- ☐ 3. Clean utensils and return unused ingredients to proper storage.
- ☐ 4. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Breakfast Station  
Unit 10****Job Sheet 2—Prepare Fried Eggs**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| <b>Evaluation criteria</b>                                                                            | <b>Rating</b> |
|-------------------------------------------------------------------------------------------------------|---------------|
| Utensils and ingredients assembled prior to beginning                                                 | _____         |
| Product prepared according to recipe                                                                  | _____         |
| Safety and sanitation procedures followed                                                             | _____         |
| Eggs pleasing in consistency, flavor, texture, and appearance;<br>not over- or undercooked, or greasy | _____         |
| Eggs served hot                                                                                       | _____         |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment—Range**

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

**B. Procedure**

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 2

| <b>Name:</b> Fried Eggs                                   |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Yield:</b> One portion                                 |                                      | <b>Portion:</b> Two eggs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Utensils:</b> Egg skillet, slotted spatula, small dish |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Ingredients                                               | Quantity                             | Method                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Fat (butter, margarine, shortening, or bland oil)<br>Eggs | To coat<br>bottom of<br>skillet<br>2 | <ol style="list-style-type: none"> <li>1. Heat fat in egg skillet until it is hot enough to set the eggs in a few minutes, but not hot enough to brown the whites. Use only enough fat to prevent sticking, excess will cause eggs to be greasy.</li> <li>2. Break eggs into small dish.</li> <li>3. Slip eggs into heated fat in skillet.</li> <li>4. Cook in the manner desired.               <ol style="list-style-type: none"> <li>a. Basted--Drip a little hot fat over yolk while cooking or place cover on skillet while cooking.</li> <li>b. Over easy--Turn eggs over and cook briefly on other side.</li> <li>c. Sunny side up--Do not turn eggs.</li> </ol> </li> </ol> |

Note: Fried eggs may also be prepared on the grill.

- ☐ 3. Clean utensils and return unused ingredients to proper storage.
- ☐ 4. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Breakfast Station  
Unit 10**

**Job Sheet 3—Prepare Simmered Eggs**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| <b>Evaluation criteria</b>                                                                            | <b>Rating</b> |
|-------------------------------------------------------------------------------------------------------|---------------|
| Utensils and ingredients assembled prior to beginning                                                 | _____         |
| Product prepared according to recipe                                                                  | _____         |
| Safety and sanitation procedures followed                                                             | _____         |
| Water maintained at simmer during cooking                                                             | _____         |
| Eggs pleasing in consistency, flavor, texture, and appearance;<br>not over- or undercooked, or greasy | _____         |
| Eggs served hot                                                                                       | _____         |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment—Range**

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

**B. Procedure**

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 3

| <b>Name:</b> Simmered Eggs                             |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Yield:</b> One portion                              |          | <b>Portion:</b> Two eggs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Utensils:</b> Sauce pot, slotted spoon, thermometer |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Ingredients                                            | Quantity | Method                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Eggs<br>Water                                          | 2        | <p><b>Method A</b></p> <p>This method is used for eggs that are kept refrigerated.</p> <ol style="list-style-type: none"> <li>1. Place eggs in sauce pot, add enough cold water to cover.</li> <li>2. Bring water to boil.</li> <li>3. Reduce heat to simmer.</li> <li>4. Cook to desired degree of doneness. (See notes.)</li> </ol> <p><b>Method B</b></p> <p>This method is used for room temperature eggs.</p> <ol style="list-style-type: none"> <li>1. Bring water to a boil in sauce pot.</li> <li>2. Place room temperature eggs in boiling water.</li> <li>3. Return to simmering point.</li> <li>4. Cook to desired degree of doneness. (See notes.)</li> </ol> |

- Notes:
- **Method A:** (After water is simmering) Soft-cooked—1 to 2 minutes; Medium-cooked—3 to 5 minutes; Hard-cooked—8 to 10 minutes.
  - **Method B:** (After water is simmering) Soft-cooked—3 to 5 minutes; Medium-cooked—7 to 9 minutes; Hard-cooked—12 to 15 minutes.

- ☐ 3. Clean utensils and return unused ingredients to proper storage.
- ☐ 4. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# **Breakfast Station Unit 10**

## **Job Sheet 4—Prepare Poached Eggs**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| <b>Evaluation criteria</b>                                                                            | <b>Rating</b> |
|-------------------------------------------------------------------------------------------------------|---------------|
| Utensils and ingredients assembled prior to beginning                                                 | _____         |
| Product prepared according to recipe                                                                  | _____         |
| Safety and sanitation procedures followed                                                             | _____         |
| Water maintained at simmer during cooking                                                             | _____         |
| Eggs pleasing in consistency, flavor, texture, and appearance;<br>not over- or undercooked, or greasy | _____         |
| Eggs served hot                                                                                       | _____         |

**Instructions:** When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment—Range**

**Note:** Hand tools, utensils, and ingredients are part of the standardized recipe.

**B. Procedure**

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

**Note:** The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 4

| <b>Name:</b> Poached Eggs                                   |          |                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Yield:</b> One portion                                   |          | <b>Portion:</b> Two eggs                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Utensils:</b> Shallow sauce pan, skimmer, vegetable dish |          |                                                                                                                                                                                                                                                                                                                                                                                                             |
| Ingredients                                                 | Quantity | Method                                                                                                                                                                                                                                                                                                                                                                                                      |
| Water<br>Eggs                                               | 2        | <ol style="list-style-type: none"><li>1. Fill sauce pan with enough water to just cover eggs.</li><li>2. Bring water to boil, then reduce heat so simmering point is maintained.</li><li>3. Break eggs individually into vegetable dish.</li><li>4. Slide eggs gently into water from dish.</li><li>5. Cook to desired degree of doneness.</li><li>6. Remove with skimmer.</li><li>7. Drain well.</li></ol> |

Note: If eggs being used have thin whites, the cooking water should be salted to help prevent whites from spreading; add 1 teaspoon of salt to 1 quart of water or for smaller amounts, proportion accordingly. A small amount of vinegar may be used in place of salt.

- ☐ 3. Clean utensils and return unused ingredients to proper storage.
- ☐ 4. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Breakfast Station  
Unit 10****Job Sheet 5—Prepare an Omelet**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                                                                     | Rating |
|---------------------------------------------------------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning                                                   | _____  |
| Product prepared according to recipe                                                                    | _____  |
| Safety and sanitation procedures followed                                                               | _____  |
| Omelet pleasing in consistency, flavor, texture, and appearance;<br>not over- or undercooked, or greasy | _____  |
| Omelet served hot                                                                                       | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment—Range or grill**

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

**B. Procedure**

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 5

| <b>Name:</b> Omelet                                           |                           |                                                                                                                                       |
|---------------------------------------------------------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Yield:</b> One portion                                     |                           | <b>Portion:</b> One omelet                                                                                                            |
| <b>Utensils:</b> Egg skillet, spatula, wire whip, mixing bowl |                           |                                                                                                                                       |
| Ingredients                                                   | Quantity                  | Method                                                                                                                                |
| Fat (butter, margarine, or bland oil)                         | To coat bottom of skillet | 1. Break eggs into mixing bowl.                                                                                                       |
| Eggs                                                          | 3                         | 2. Whip lightly, adding small amount of liquid if desired.                                                                            |
| Liquid, if desired (cream, milk, water)                       | 1 T.                      | 3. Heat fat in egg skillet until it is hot enough to begin coagulating eggs when they are placed in it.                               |
|                                                               |                           | 4. Pour eggs into hot fat in egg skillet.                                                                                             |
|                                                               |                           | 5. Pull egg slightly away from side of skillet with spatula as it coagulates, tilting pan and letting liquid portion run to the side. |
|                                                               |                           | 6. When still wet on top but firmly set, fold in manner desired.                                                                      |
|                                                               |                           | 7. Tilt pan away from you and at an angle, slide omelet to far side and part way up side of pan.                                      |
|                                                               |                           | 8. When lightly browned invert on serving plate with brown side up.                                                                   |

Notes:

- Methods of folding: Three way fold—Fold in thirds from each side; Pancake fold—Fold in half; Rolled—Roll from edge to other side.
- Omelet may be filled with desired items, such as sautéed mushrooms, diced ham, or vegetables.

- ☐ 3. Clean utensils and return unused ingredients to proper storage.
- ☐ 4. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Breakfast Station  
Unit 10****Job Sheet 6—Prepare Pancakes**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                   | Rating |
|-------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning | _____  |
| Product prepared according to recipe                  | _____  |
| Safety and sanitation procedures followed             | _____  |
| Pancakes thoroughly cooked to light golden brown      | _____  |
| Pancakes served hot                                   | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment—Mixer, griddle**

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

**B. Procedure**

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 6

| <b>Name:</b> Pancakes                               |             |                                                                           |
|-----------------------------------------------------|-------------|---------------------------------------------------------------------------|
| <b>Yield:</b> 100 four-inch pancakes                |             | <b>Portion:</b> Two pancakes                                              |
| <b>Utensils:</b> Mixing bowls, spatula, 2 oz. ladle |             |                                                                           |
| Ingredients                                         | Quantity    | Method                                                                    |
| Flour                                               | 4 lb. 8 oz. | 1. Combine dry ingredients in mixer bowl; set aside.                      |
| Baking powder                                       | 4 oz.       | 2. Beat eggs until light.                                                 |
| Salt                                                | 2 T.        | 3. Add milk and fat; mix. Add to dry ingredients.                         |
| Sugar                                               | 12 oz.      | 4. Mix on low speed for 30 seconds.                                       |
| Eggs                                                | 12          | 5. If batter is thicker than desired, thin with milk.                     |
| Milk                                                | 3½ qt.      | 6. Use 2 oz. ladle to place batter on hot griddle.                        |
| Fat, melted and cooled, or oil                      | 12 oz.      | 7. Bake until surface of cake is full of bubbles. Turn and finish baking. |

Note: For blueberry pancakes, add 1 lb. well-drained blueberries to batter after cakes are mixed. Handle carefully to avoid mashing berries.

- ☐ 3. Clean utensils and return unused ingredients to proper storage.
- ☐ 4. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Breakfast Station  
Unit 10****Job Sheet 7—Prepare Hash Brown Potatoes**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| <b>Evaluation criteria</b>                                              | <b>Rating</b> |
|-------------------------------------------------------------------------|---------------|
| Utensils and ingredients assembled prior to beginning                   | _____         |
| Product prepared according to recipe                                    | _____         |
| Safety and sanitation procedures followed                               | _____         |
| Hash brown potatoes thoroughly cooked to golden brown color; not greasy | _____         |
| Hash brown potatoes served hot                                          | _____         |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment—Range**

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

**B. Procedure**

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 7

**Name:** Hash Brown Potatoes**Yield:** 50 portions**Portion:** 4 ounces**Utensils:** Skillet, spatula

| Ingredients                                                                                                                       | Quantity                                                       | Method                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Salad oil or margarine<br>Potatoes, cooked,<br>peeled, chopped or<br>shredded, refrigerated<br>Salt<br>Pepper<br>Parsley, chopped | 1 lb.<br>12 lb. E.P.<br><br>To taste<br>To taste<br>To garnish | <ol style="list-style-type: none"> <li>1. Heat salad oil or margarine in skillet with beveled lip. When hot, add potatoes to <math>\frac{3}{4}</math> full. Season lightly with salt and pepper.</li> <li>2. Cook over high heat several minutes, turning over occasionally until potatoes are heated through.</li> <li>3. Allow potatoes to brown well on the bottom. Turn entire mass over, being careful not to disturb the golden crust.</li> <li>4. Brown evenly on the other side.</li> <li>5. Turn once more and sprinkle with chopped parsley before serving.</li> </ol> |

- Notes:
- Leftover baked potatoes may be used. Care must be taken to prevent them from drying and discoloring.
  - Potatoes may be cooked on griddle instead of skillet.

- ☐ 3. Clean utensils and return unused ingredients to proper storage.
- ☐ 4. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Breakfast Station  
Unit 10****Job Sheet 8—Prepare Blanched Link Sausage**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                                        | Rating |
|----------------------------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning                      | _____  |
| Product prepared according to recipe                                       | _____  |
| Safety and sanitation procedures followed                                  | _____  |
| Safe temperature of sausages maintained throughout preparation and storage | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment—Range**

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

**B. Procedure**

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 8

| <b>Name:</b> Blanched Link Sausage   |          |                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Yield:</b> 50 portions            |          | <b>Portion:</b> Three 1-ounce links                                                                                                                                                                                                                                                                                                                                                   |
| <b>Utensils:</b> Stock pot, colander |          |                                                                                                                                                                                                                                                                                                                                                                                       |
| Ingredients                          | Quantity | Method                                                                                                                                                                                                                                                                                                                                                                                |
| Sausage links (1 oz.)                | 150      | <ol style="list-style-type: none"><li>1. Place sausages in stock pot.</li><li>2. Cover with cold water.</li><li>3. Bring water to a boil.</li><li>4. Immediately remove sausages to colander in sink.</li><li>5. Run cold water over sausages until completely cooled.</li><li>6. Separate links and refrigerate.</li><li>7. Heat and brown individual portions as ordered.</li></ol> |

Note: Blanching sausages will remove excess grease, and prevent splitting or breaking of the sausage casings.

- ☐ 3. Clean utensils and return unused ingredients to proper storage.
- ☐ 4. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



# **Breakfast Station Unit 10**

## **Job Sheet 9—Prepare Blanched Bacon**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| <b>Evaluation criteria</b>                                                          | <b>Rating</b> |
|-------------------------------------------------------------------------------------|---------------|
| Utensils and ingredients assembled prior to beginning                               | _____         |
| Product prepared according to recipe                                                | _____         |
| Safety and sanitation procedures followed with special care when pouring hot grease | _____         |
| Bacon maintained at a safe temperature throughout preparation and storage           | _____         |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

### **A. Equipment—Oven**

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

### **B. Procedure**

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 9

| <b>Name:</b> Blanched Bacon                                                          |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Yield:</b> 50 portions                                                            |            | <b>Portion:</b> Three slices                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Utensils:</b> Sheet pans, hotel pans, absorbent toweling, tongs, grease container |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Ingredients                                                                          | Quantity   | Method                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Bacon (20-22 count)                                                                  | 150 slices | <ol style="list-style-type: none"> <li>1. Preheat oven to 350°F.</li> <li>2. Separate bacon slices and place in a single layer on sheet pans.</li> <li>3. Place in 350°F oven and cook until half done. <b>Do not overcook.</b></li> <li>4. Pour off accumulated drippings. <b>Use extreme care when pouring hot grease to prevent serious burns.</b></li> <li>5. Transfer bacon to hotel pans for refrigeration and holding.</li> <li>6. Complete cooking on grill to order.</li> </ol> |

- Notes:
- A wooden dowel may be placed across hotel pan to hold center of bacon higher than ends. This will aid in further draining of bacon.
  - Blanching bacon reduces shrinkage, curling, and improves appearance.
  - Bacon may also be cooked on the griddle.

- ☐ 3. Clean utensils and return unused ingredients to proper storage.
- ☐ 4. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Dining Room Service Unit 11**

### **Objective Sheet**

#### **Unit Objective**

After completing this unit, the student should be able to perform job duties of service personnel. The student should demonstrate these competencies by completing the job sheets and by scoring a minimum of 85 percent on the written test.

#### **Specific Objectives**

After completing this unit, the student should be able to:

1. Match terms related to dining room service with their correct definitions.
2. Select true statements concerning good grooming habits and personal hygiene for service personnel.
3. List clothing requirements for service personnel.
4. Select true statements concerning ways of displaying proper work attitudes.
5. Complete statements concerning ways to deal with guests.
6. Select from a list duties and responsibilities of a waiter/waitress.
7. Select from a list duties and responsibilities of a dining room attendant (busperson).
8. Select true statements concerning other duties and responsibilities of service personnel.
9. Complete statements concerning job safety rules.
10. Select true statements concerning safe use of trays and bus carts.
11. Complete statements concerning ways to lift and carry heavy objects.
12. Write and total a guest check. (Job Sheet 1)
13. Use arm technique to pick up and place plates and glasses. (Job Sheet 2)
14. Serve a booth or wall table. (Job Sheet 3)

## **Dining Room Service Unit 11**

### **Suggested Activities**

#### **Instructional Plan**

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.
4. Make transparencies from the transparency masters included with this unit. These appear in the teacher guide only and are designed to be used with the following objectives:

TM 1—Checklist System Order Form (Objective 6)

TM 2—Typical Guest Check (Objective 6)

TM 3—Good Posture (Objective 2)

5. Review instructions for evaluating student performance and make copies of Unit Evaluation Form.
6. Provide students with unit of instruction.
7. Discuss unit and specific objectives.
8. Discuss the job sheets, then demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.
9. Discuss the use of the Unit Evaluation Form with students, and select and discuss the rating scale that will be used for student evaluation.
10. Make copies of the written test.
11. Give written test.
12. Compile job sheet ratings and written test scores on the Unit Evaluation Form.
13. Reteach and retest as required.

## Suggested Activities

### Teaching Suggestions

Note: Skill areas appearing in boldface type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Have students visit a local fast food restaurant and evaluate the clothing of the employees according to the criteria in Objective 3. Have a class discussion upon returning. Skill areas: **problem solving** and **oral communication**.
2. On a field trip to a local fast food restaurant, also ask students to observe and evaluate the manner in which the employees deal with the guests, according to the criteria in Objective 5. Include this in the class discussion. Skill areas: **problem solving** and **oral communication**.
3. Discuss methods of handling guest complaints and have students role play as service personnel and guests, asking them to use the methods discussed to handle problem situations. Discuss each scenario with the class, asking for their input. Skill areas: **interpersonal relations, oral communication, and negotiation**.
4. Have students interview a waiter or waitress using the following questions, then write a report on what they have found and how it compares to the information provided in this unit. Skill areas: **listening, learning to learn, writing, oral communication, and creative thinking**.

Note: Add questions that apply to your locale.

- What are your general duties and responsibilities?
- What do you consider ideal characteristics of a waiter or waitress?
- What type of training program is provided for a waiter or waitress before starting work, and how extensive is it?
- What dress and grooming codes are established for waiters and waitresses?
- Who furnishes your uniform? Who is responsible for laundering it? How are soiled uniforms exchanged for clean ones?
- Does your place of employment have a written procedure stating in what order guests should be served? What is that order?
- How do you remember what each guest has ordered?

### Suggested Activities

- What services, if any, do you perform that you don't consider part of your normal duties?
  - Is there a procedures manual available where you work? Does it include your job description?
5. Have students interview a dining room attendant (busperson) using the following questions, then write a report on what they have found and how it compares to the information provided in this unit. Skills areas: **listening, learning to learn, writing, oral communication, and creative thinking.**
- What are your general duties and responsibilities?
  - What do you consider ideal characteristics of a waiter or waitress?
  - What type of training program is provided for a waiter or waitress before starting work, and how extensive is it?
  - What dress and grooming codes are established for waiters and waitresses?
  - Does your place of employment have written procedures established for the dining room attendant? If so, what are they?
  - Do you have a written job description? If so, does it match what you are asked to do?
  - How many waiters or waitresses will you work with?
  - What are the two main complaints about your job?

### Resources Used in Developing This Unit

1. Green, Kinsey. *Fast Food Service Competency Based Teaching Module*. Washington, DC: United States Government Services.
2. Hohhertz, Durwin. *Fast Food Occupations*. Commerce, TX: Occupational Curriculum Laboratory, 1980.
3. Palan, Earl. *Food Production, Management, and Services: Introduction*. Stillwater, OK: Mid-American Vocational Curriculum Consortium, 1983.
4. Palan, Earl. *Food Production, Management, and Services: Service*. Stillwater, OK: Mid-American Vocational Curriculum Consortium, 1992.
5. Parker, Marilyn. *Fast Food Service*. Columbia, MO: Instructional Materials Laboratory, University of Missouri--Columbia.



## Suggested Activities

### Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher or student edition. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

#### Option A

- 4 - Skilled—Can perform job with no additional training.
- 3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
- 2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
- 1 - Unskilled—Is familiar with process, but is unable to perform job.

#### Option B

- Yes—Can perform job with no additional training.
- No—Is unable to perform job satisfactorily.

**Dining Room Service  
Unit 11**

**Answers to Written Test**

1.   a.    2           f.    6           k.    3  
     b.    4           g.    1           l.    11  
     c.   13          h.    7           m.    8  
     d.    9           i.    5           n.   14  
     e.   10          j.   12
2.   c, d, e
3.   Any four of the following:
  - a.   Uniform should be neat and clean.
  - b.   Uniform should fit well.
  - c.   Uniform should be in good repair.
  - d.   Shoes should be attractive, carefully fitted, and provide good support.
  - e.   Hose should be considered for comfort and appearance.
  - f.   Jewelry should not be worn with a uniform, except for a watch and wedding ring.
4.   a, b, d, e, g
5.   a.   Attitude  
     b.   Promptly  
     c.   Manager  
     d.   Booster  
     e.   Refill
6.   b, c, e, f, g, h, j, k
7.   b, c, f, g, h, i, j
8.   a, b
9.   a.   Pick it up  
     b.   Mind  
     c.   Damage  
     d.   Report  
     e.   Rubber heels  
     f.   Aisles
10.  a, c, d
11.  a.   12  
     b.   Squat  
     c.   Back  
     d.   Leg  
     e.   Close to  
     f.   Vision is blocked



**Dining Room Service  
Unit 11**

**Written Test**

Name \_\_\_\_\_

Score \_\_\_\_\_

1. Match terms on the right with their correct definitions.

- |          |                                                                                                                                           |                     |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| _____ a. | The machine in which the coffee is brewed                                                                                                 | 1. Drink dispenser  |
| _____ b. | A small seat used by small children that is placed on a regular chair or booth seat to help the child reach the table                     | 2. Coffee urn       |
| _____ c. | Food prepared and purchased for the purpose of eating at another location                                                                 | 3. Manager          |
| _____ d. | A chair with a tray attached that is used for babies who can sit alone and can be placed at the end or side of the table                  | 4. Booster chair    |
| _____ e. | Any seasoning used to bring out the flavor in food                                                                                        | 5. Station          |
| _____ f. | To furnish food and materials to the area or station as the food and utensils are taken by the guest                                      | 6. Replenish        |
| _____ g. | A machine which will provide a person various types of drinks                                                                             | 7. Busing           |
| _____ h. | Taking dirty dishes to the proper place; cleaning tables, chairs, and ashtrays; returning condiments to the proper place; cleaning spills | 8. Checklist system |
| _____ i. | Assigned group of tables or counters stools                                                                                               | 9. High chair       |
| _____ j. | Bill presented to guest upon completion of meal for payment of food purchased in a restaurant                                             | 10. Condiments      |
|          |                                                                                                                                           | 11. Courtesy        |
|          |                                                                                                                                           | 12. Guest check     |
|          |                                                                                                                                           | 13. Take-out food   |
|          |                                                                                                                                           | 14. Written order   |

### Written Test

- \_\_\_\_\_ k. Individual responsible for supervising all activities in a food service operation
  - \_\_\_\_\_ l. Consideration, respect, cooperation, and generosity toward others
  - \_\_\_\_\_ m. Technique used to take orders for food by checking selection on a preprinted form
  - \_\_\_\_\_ n. Method of ordering where either a waiter/waitress or counter person writes guest selection on a check
2. Select true statements concerning good grooming habits and personal hygiene for service personnel by placing an "X" in the appropriate blanks.
- \_\_\_\_\_ a. Bathe weekly and use antiperspirant to prevent body odors
  - \_\_\_\_\_ b. Strong perfumes or colognes should be used since they enhance food aromas
  - \_\_\_\_\_ c. Proper posture contributes to a better appearance and enables individuals to work with less fatigue
  - \_\_\_\_\_ d. Hair should be clean, combed, and worn in a simple, stylish manner
  - \_\_\_\_\_ e. Hair should be restrained or confined according to local regulations
  - \_\_\_\_\_ f. Female service personnel should use a maximum amount of makeup to enhance their appearance
3. List four clothing requirements for service personnel.
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_

### Written Test

4. Select true statements concerning ways of displaying proper work attitudes by placing an "X" in the appropriate blanks.
- ☐ a. Arrive at work with a positive attitude.
  - ☐ b. Show enthusiasm for your job.
  - ☐ c. Be pleasant most of the time; raise your voice at co-workers if a problem arises.
  - ☐ d. Do your work promptly, quietly, and in a sanitary manner.
  - ☐ e. Use spare time productively.
  - ☐ f. If ill, notify supervisor as soon as you feel better.
  - ☐ g. Show pride in your work.
5. Complete the following statements concerning ways to deal with guests by circling the correct words.
- a. Have a pleasant, cheerful, (face, attitude); it helps make the guest feel comfortable.
  - b. When guests make requests, fill them (slowly, promptly).
  - c. If guests have a complaint or suggestions, report it to the (cook, manager) immediately.
  - d. Provide a high chair or (high-back, booster) chair for guests with small children.
  - e. (Replace, Refill) water glasses, coffee cups, and iced tea as needed.
6. Select from a list duties and responsibilities of a waiter/waitress by placing an "X" in the appropriate blanks.
- ☐ a. Sorts cash and charge tickets, and then files them
  - ☐ b. Sets assigned booths or tables and insures that service area is stocked
  - ☐ c. Greets guests and may assist in seating
  - ☐ d. Removes dishes from dining room to dishwasher in kitchen
  - ☐ e. Answers questions about menu items and should make suggestions

### Written Test

- \_\_\_\_\_ f. Writes order on check or memorizes it
  - \_\_\_\_\_ g. Relays orders to the kitchen with consideration to timing of preceding courses
  - \_\_\_\_\_ h. Replenishes beverages
  - \_\_\_\_\_ i. Sets up cash register or cash box
  - \_\_\_\_\_ j. Observes guests to fulfill any additional requests and to know when meal has been completed
  - \_\_\_\_\_ k. May clear and reset booths or tables at conclusion of each meal
7. Select from a list duties and responsibilities of a dining room attendant by placing an "X" in the appropriate blanks.
- \_\_\_\_\_ a. Makes change, cashes checks, and issues receipts to guests
  - \_\_\_\_\_ b. Assists in carrying food trays to table
  - \_\_\_\_\_ c. Fills and refills water glasses for guests
  - \_\_\_\_\_ d. Greets guests when they enter establishment and assists in seating
  - \_\_\_\_\_ e. May train dining room personnel
  - \_\_\_\_\_ f. Makes coffee and tea and fills ice bins and fruit juice dispensers
  - \_\_\_\_\_ g. Supplies self-service bar with food, such as soups, salads, and desserts
  - \_\_\_\_\_ h. Removes any dishes from dining room to kitchen
  - \_\_\_\_\_ i. Cleans tables, chairs, and counters with a damp cloth
  - \_\_\_\_\_ j. Cleans and mops floor and vacuums carpet daily
  - \_\_\_\_\_ k. May garnish and decorate dishes prior to serving
8. Select true statements concerning other duties and responsibilities of service personnel by placing an "X" in the appropriate blanks.
- \_\_\_\_\_ a. Unloads deliveries and puts in storage for future restocking
  - \_\_\_\_\_ b. Transfers large jars, cans, and boxes of condiments and table accessories from storage area to work station

### Written Test

- \_\_\_\_\_ c. Assigns personnel to pick up trash around outside of restaurant
  - \_\_\_\_\_ d. Empties some trash and garbage containers in the dining area into a larger can or dumpster in the kitchen and hoses cans as needed
  - \_\_\_\_\_ e. Places all remaining uncooked food and food supplies in trash
9. Complete the following statements concerning job safety rules by circling the correct words.
- a. If you drop it, (leave it, pick it up).
  - b. Keep you (eyes, mind) on what you are doing.
  - c. Check floors and carpet for (cigarettes, damage).
  - d. (Report, repair) any broken or defective equipment.
  - e. Wear shoes that have (rubber heels, leather heels) with broad base to prevent slippage and to provide balance.
  - f. Keep (aisles, tables) clear and free of obstacles.
10. Select true statements concerning safe use of trays and bus carts by placing an "X" in each appropriate blank.
- \_\_\_\_\_ a. Avoid overloading trays or carts.
  - \_\_\_\_\_ b. Stay away from swinging doors, corners, and congested areas.
  - \_\_\_\_\_ c. When using carts or carrying loaded trays, watch where you are going.
  - \_\_\_\_\_ d. Have all carts in good repair.
  - \_\_\_\_\_ e. Ride on carts.
11. Complete the following statements concerning ways to lift and carry heavy objects by circling the correct words.
- a. When lifting heavy objects, place your feet about (8, 12) inches apart.
  - b. When lifting heavy objects, (stand, squat) close to the object to be lifted.
  - c. When lifting heavy objects, keep your (legs, back) as straight as possible.
  - d. When lifting heavy objects, lift by pushing up with your (leg, arm) muscles.
  - e. When carrying objects, keep the load (close to, away from) the body.
  - f. Never carry loads so high that (vision is blocked, objects are unbalanced).

\*Permission to duplicate this test is granted.

**Dining Room Service  
Unit 11**

**Unit Evaluation Form**

Student Name \_\_\_\_\_ Unit Rating \_\_\_\_\_

Job Sheet 1—Write and Total a Guest Check Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 2—Use Arm Technique to Pick Up and Place  
Plates and Glasses Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 3—Serve a Booth or Wall Table Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Written Test Scores**

Pretest \_\_\_\_\_ Posttest \_\_\_\_\_ Other \_\_\_\_\_

Other \_\_\_\_\_  
\_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

\*Permission to duplicate this form is granted.

# Checklist System Order Form

|              |  |  |  |  |  |  |  |  |  |                  |  |  |  |  |  |  |  |  |  |
|--------------|--|--|--|--|--|--|--|--|--|------------------|--|--|--|--|--|--|--|--|--|
| <b>TO GO</b> |  |  |  |  |  |  |  |  |  | <b>ORDER NO.</b> |  |  |  |  |  |  |  |  |  |
|              |  |  |  |  |  |  |  |  |  |                  |  |  |  |  |  |  |  |  |  |

| Q  | N | I | T | C | H | E | M | A | C | P | O | T | O | L | E | M | R | E |
|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| S  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| S  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| D  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| U  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| T  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| FP |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| FP |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| CK |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| CK |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| F  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| F  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

|        |   |   |           |
|--------|---|---|-----------|
| FRIES  | L | S | AMOUNT    |
| FROSTY | L | M | S \$      |
| CHILI  | L | S | HOT SAUCE |

|            |         |       |    |     |    |   |     |      |
|------------|---------|-------|----|-----|----|---|-----|------|
| SALAD      | PLATTER | BL    | FR | ITA | CE | L | CAL | THOU |
| TACO SALAD |         | SR.CM |    |     |    |   |     |      |

|                     |   |   |   |
|---------------------|---|---|---|
| COLA                | L | M | S |
| DIET COLA           | L | M | S |
| ROOT BEER           | L | M | S |
| DR. PEPPER/MR. PIBB | L | M | S |
| ORANGE              | L | M | S |
| TEEM/SPRITE/7-UP    | L | M | S |
|                     | L | M | S |

|        |   |   |      |      |                |
|--------|---|---|------|------|----------------|
| COFFEE | L | S | Crm. | Sug. | Sub. Sug.      |
| TEA    | L | M | Cold | Hot  | Lem. Sub. Sug. |

|      |     |     |     |       |       |
|------|-----|-----|-----|-------|-------|
| MILK | Wh. | Ch. | HOT | CHOC. | WATER |
|------|-----|-----|-----|-------|-------|

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| DATE              | SERVER          | NO SERVED     | TABLE NO   | CHECK NO           |        |     |         |
|-------------------|-----------------|---------------|------------|--------------------|--------|-----|---------|
| 3-24              | JA              | 3             | 4          | 377021             |        |     |         |
|                   | Filet Mig./med. |               |            | 12.50              |        |     |         |
|                   | Sl. airt/r.     |               |            | 9.50               |        |     |         |
|                   | Bl fish./lom.   |               |            | 10.50              |        |     |         |
|                   | Choc. Cake      |               |            | 1.50               |        |     |         |
|                   | Choco cake      |               |            | 1.50               |        |     |         |
|                   | 3 cf            |               |            | 1.50               |        |     |         |
| FOOD TOTAL        |                 |               |            | 37.00              |        |     |         |
| TAX               |                 |               |            | 1.85               |        |     |         |
| SEE BACK OF CHECK | BEVERAGE        |               |            |                    |        |     |         |
| GRAND TOTAL       |                 |               |            | 38.85              |        |     |         |
| WAITER'S MEMO     |                 |               |            |                    |        |     |         |
| WAITER NO<br>3    |                 | TABLE NO<br>4 |            | CHECK NO<br>377021 |        |     |         |
| APP               | SOUP            | SALAD         | ENTREE     | VEG                | POTATO | BEV | DESSERT |
| 1                 |                 | Rog.          | Filet Mig. |                    | boiled | cf  | choc.   |
| 2                 |                 | Hot.          | Sl. airt   | Pear               | FF     | cf  |         |
| 3                 |                 | Knew.         | Bl fish    | Gr B.              |        | cf  | choco   |
| 4                 |                 |               |            |                    |        |     |         |
| 5                 |                 |               |            |                    |        |     |         |
| 6                 |                 |               |            |                    |        |     |         |
| 7                 |                 |               |            |                    |        |     |         |
| 8                 |                 |               |            |                    |        |     |         |

NOTES:

1+3-ef w/deas



# Good Posture

Incorrect

Correct



Head, Shoulders, and  
Arms Too Far Back



Head, Shoulders, and  
Arms Too Far Forward



Body Aligned Vertically  
with Head, Shoulders,  
and Arms Centered Over  
the Heel of the Foot

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## Dining Room Service Unit 11

### Information Sheet

#### 1. Terms and definitions

- a. **Booster chair** — A small seat used by small children that is placed on a regular chair or booth seat to help the child reach the table
- b. **Busing** — Taking dirty dishes to the proper place; cleaning tables, chairs, and ashtrays; returning condiments to the proper place; cleaning spills
- c. **Checklist system** — Technique used to take orders for food by checking selection on a preprinted form
- d. **Coffee urn** — The machine in which the coffee is brewed
- e. **Condiment** — Any seasoning used to bring out the flavor in food
- f. **Courtesy** — Consideration, respect, cooperation, and generosity toward others
- g. **Drink dispenser** — A machine which will provide a person various types of drinks
- h. **Guest check** — Bill presented to guest upon completion of a meal for payment of food purchased in a restaurant
- i. **High chair** — A chair with a tray attached that is used for babies who can sit alone and can be placed at the end or side of the table
- j. **Manager** — Individual responsible for supervising all activities in a food service operation
- k. **Replenish** — To furnish food and materials to the area or station as the food and utensils are taken by the guest
- l. **Station** — Assigned group of tables or counters stools
- m. **Take-out food** — Food prepared and sold for the purpose of eating at another location
- n. **Written order** — Method of ordering where either a waiter/waitress or counter person writes guest selection on a check

## Information Sheet

### 2. Good grooming habits and personal hygiene for service personnel

- a. Bathe daily and use an antiperspirant to prevent body odors.
- b. Strong perfumes or colognes should not be used since they do not enhance food aromas.
- c. Proper posture contributes to a better appearance and enables individuals to work with less fatigue.
- d. Hair should be clean, combed, and worn in a simple, stylish manner.
- e. Hair should be restrained or confined according to local regulations.
- f. Clean fingernails and trim to a short, even length.

Note: A conservative color or clear nail polish may be worn.

- g. Female service personnel should use a minimum amount of makeup to enhance their appearance.
- h. Teeth should be brushed daily and examined by a dentist yearly.

Note: A good mouthwash is recommended when dealing with the public.

### 3. Clothing requirements for service personnel

Note: Uniforms may be required in some fast food operations.

- a. Uniform should be neat and clean.

Note: A soiled or wrinkled uniform reflects the standards of the whole operation.

- b. Uniform should fit well.

Note: If the uniform is too tight, it will restrict movement; if it is too loose, it will make that individual look sloppy.

- c. Uniform should be in good repair.

Note: It is recommended that service personnel have three uniforms; one to wear, one for laundry, and one in reserve.

- d. Shoes should be attractive, carefully fitted, and provide good support.

Note: Shoes require daily attention.

### Information Sheet

- e. Hose should be considered for comfort and appearance.
- f. Jewelry should not be worn with a uniform, except for a watch and wedding ring.

Note: Decorative jewelry does not look professional and is not sanitary.

#### 4. Ways of displaying proper work attitudes

- a. Arrive at work with a positive attitude.
- b. Show enthusiasm for your job.
- c. Be pleasant at all times; avoid raising your voice at any co-workers if a problem arises.
- d. Give co-workers assistance when they are in need of help and your are not busy.
- e. Do your work promptly, quietly, and in a sanitary manner.
- f. Refrain from chatting or gossiping with co-workers in the dining area.
- g. Use spare time productively.
- h. If ill, notify supervisor as soon as possible.

Note: Absenteeism without proper notification may mean that a co-worker must work twice as hard.

- i. Show pride in your work.

#### 5. Ways to deal with guests

Note: The food service worker's primary responsibility is pleasing the guest. Manner, dress, attitude, speech, and performance must make a positive contribution to the operation.

- a. Have a pleasant, cheerful attitude; it helps make the guest feel comfortable.
- b. Be willing to assist guests.
- c. When guests make requests, fill them promptly.
- d. If guests have a complaint or suggestion, report it to the manager immediately.
- e. Provide a high chair or booster chair for guests with small children.
- f. Refill water glasses, coffee cups, and iced tea as needed.

Note: Stand at the right side of the guest to fill glasses or cups.

### Information Sheet

#### 6. Duties and responsibilities of a waiter/waitress

- a. Reports to host/hostess to receive instructions for the shift.
- b. Sets assigned booths or tables and insures that service area is stocked

Note: The waiter/waitress will set up any special displays that are to be used for a particular meal period.

- c. Greets guests and may assist in seating
- d. Answers questions about menu items and should make suggestions

Note: In some operations, the waiter/waitress may present the menu to the guest.

- e. Writes order on check or memorizes it
- f. Relays orders to the kitchen with consideration to timing of preceding courses
- g. Picks up all food and other needed items
- h. May garnish and decorate dishes prior to serving
- i. May perform services as determined by establishment's size and practices

Examples: Ladle soup, toss salad, portion dessert, brew coffee

- j. Replenishes beverages
- k. Observes guests to fulfill any additional requests and to know when meal has been completed
- l. May total bill and accept payment or refer guest to cashier
- m. May clear and reset booths or tables at conclusion of each meal

#### 7. Duties and responsibilities of a dining room attendant (bus person)

- a. Assists waiter/waitress as needed
- b. Assists in carrying food trays to table
- c. May wait on and bring items to guests
- d. Fills and refills water glasses for guests

### Information Sheet

- e. Makes coffee and tea and fills ice bins and fruit juice dispensers
- f. Supplies self-service bar with food, such as soups, salads, and desserts
- g. Removes any dishes from dining room to kitchen
- h. Throws away all paper products, cleans off trays, and removes them to serving counter
- i. Empties ashtrays and cleans them with a damp cloth only used for that purpose

Note: Some fast food restaurants provide disposable ashtrays that are thrown away when dirty.

**Caution: Do not place smoldering cigarettes or matches in with paper trash.**

- j. Cleans tables, chairs, and counters with a damp cloth

Note: Tables, chairs, and counters should be washed with a warm, sanitizing solution at closing.

- k. Cleans and mops floor and vacuums carpet daily

Note: If liquid spillage has occurred, it should be cleaned up immediately.

- l. Cleans off high chairs or booster chairs that have been used and returns them to the proper place

Note: Trays should be sanitized after each use.

- m. Cleans all condiment servers, replenishes them, and returns them to the tables or counter

Examples: Straws, napkins, plastic utensils, individual salt and sugar packets

### 8. Other duties and responsibilities of service personnel

Note: The size and type of establishment will determine who assumes these duties and responsibilities.

- a. Unloads deliveries and puts in storage for future restocking
- b. Transfers large jars, cans, and boxes of condiments and table accessories from storage area to work station

### Information Sheet

- c. Checks to see that restrooms are clean and supplied with paper towels and tissue
- d. Puts away preparation equipment not needed during meal hours
- e. Picks up trash around outside of restaurant
- f. Cleans and polishes entrance doors and door knobs
- g. Cleans all glass surfaces around dining area
- h. Empties some trash and garbage containers in the dining area into a larger can or dumpster in the kitchen and hoses cans as needed
- i. Places all remaining uncooked food and food supplies in proper storage

#### 9. Job safety rules

Note: Safety is everyone's job. It is a responsibility that never ends.

- a. If you drop it, pick it up.
- b. If you spill it, wipe it up.
- c. Keep you mind on what you are doing.
- d. Check floors and carpet for damage.
- e. Report any broken or defective equipment.
- f. Pick up broken glass with a damp paper towel, never with bare hands.
- g. Wear shoes that have rubber heels with broad base to prevent slippage and to provide balance.

Note: The heel should not be over 2" high.

- h. Keep aisles clear and free of obstacles.

#### 10. Safe use of trays and bus carts

- a. Avoid overloading trays or carts.
- b. Be alert near swinging doors, corners, and congested areas.
- c. When using carts or carrying loaded trays, watch where you are going.



### Information Sheet

- d. Back through the door to the kitchen when carrying a tray or pulling a cart.

Note: Carts should be pushed except when going through a door.

- e. Have all carts in good repair.
- f. Do not ride on carts.

#### 11. Ways to lift and carry heavy objects

- a. When lifting heavy objects,
  - Place your feet about 12 inches apart.
  - Squat close to the object to be lifted.
  - Keep your back as straight as possible.
  - Lift by pushing up with your leg muscles.
- b. When carrying objects, keep the load close to the body.
- c. Never carry loads so high that vision is blocked.
- d. Put the load down by reversing the procedure.



# **Dining Room Service Unit 11**

## **Student Supplement 1—Rate Your Work Attitude**

Name \_\_\_\_\_

Directions: Rate yourself on each statement below. Place a check in the block that best answers the questions. Total your score and then compare to the rating scale that follows.

|                                                              | Always<br>10 pts. | Sometimes<br>5 pts. | Never<br>0 pts. |
|--------------------------------------------------------------|-------------------|---------------------|-----------------|
| 1. Do you wear a smile?                                      |                   |                     |                 |
| 2. Do you greet <b>every</b> guest in a friendly way?        |                   |                     |                 |
| 3. Do you cooperate in working with others?                  |                   |                     |                 |
| 4. Are you neat and well groomed?                            |                   |                     |                 |
| 5. Do you show pride in your work?                           |                   |                     |                 |
| 6. Do you assist other employees when possible?              |                   |                     |                 |
| 7. Are you courteous and tactful with the complaining guest? |                   |                     |                 |
| 8. Do you speak to guests with confidence?                   |                   |                     |                 |
| 9. Do you provide service beyond that required?              |                   |                     |                 |
| 10. Do you enjoy dealing with people?                        |                   |                     |                 |
| Subtotal                                                     |                   |                     |                 |
| Total                                                        |                   |                     |                 |

### Rating

70-100    You have a good work attitude.

40-70    You need to improve weak areas.

## Dining Room Service Unit 11

### Job Sheet 1—Write and Total a Guest Check

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria | Rating |
|---------------------|--------|
| Accuracy            | _____  |
| Speed               | _____  |
| Etiquette           | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment and materials

Pad of guest checks  
Pencil  
4 menus  
Party of four

B. Procedure

- ☐ 1. Study and learn menu items and prices.
- ☐ 2. Write your initials in the box marked "Server," write the date under "Date," and write the check number in the box marked "Check No." at the top of the guest check. (Figure 1)

Note: Some guest checks are pre-numbered. If not, the server often initials and numbers a number of guest checks at a time.

## Job Sheet 1

Figure 1

| BOB'S STEAK HOUSE   |          |           |            |
|---------------------|----------|-----------|------------|
| Thank You           |          |           |            |
| SERVER              | PERSONS  | TABLE NO. | CHECK NO.  |
| <i>Joe</i>          | <i>4</i> | <i>5</i>  | <i>102</i> |
|                     |          |           | AMOUNT     |
| ① Club Steak, M. R. |          |           |            |
| B. Pot              |          |           |            |
| Red Tea             |          |           |            |
| ② Swiss Steak       |          |           |            |
| M. Pot T.B.         |          |           |            |
| B. Beans            |          |           |            |
| Red Tea             |          |           |            |
| ③ Chef Salad        |          |           |            |
| Cof.                |          |           |            |
| ④ N.Y. Strip, R.    |          |           |            |
| B. Pot              |          |           |            |
| Red Tea             |          |           |            |
| TAX                 |          |           |            |
| TOTAL               |          |           |            |

3. Ask four classmates to act as guests.
  - ☐ 4. Greet guests by saying, "Good evening, I am [name], and I will be your server this evening."
  - ☐ 5. Ask guests if they are ready to order and if they would prefer individual tickets.
- Note: For this job sheet, all orders will be on one guest check.
- ☐ 6. Record in the box marked "Guests" the number of persons in the party. (See Figure 1.)
  - ☐ 7. Record the table number in the box marked "Table No." (See Figure 1.)
  - ☐ 8. Standing to the left of the guest, start with one guest and work counterclockwise, taking guests' orders.

Note: If a guest is not ready to order, leave a few spaces on the ticket and move to the next guest. When the cycle has been completed, return to the guests who have not ordered.

## Job Sheet 1

- ☐ 9. Give each guest a number on the guest check in order to keep the tickets and guests in order. (See Figure 2.)
- ☐ 10. Abbreviate whenever possible, but make sure that your writing is legible and that the cook will be able to easily recognize your abbreviations.
- ☐ 11. Write the price of each item in the "Amount" column opposite the item ordered. (Figure 2)

Figure 2

| BOB'S STEAK HOUSE          |          |          |              |
|----------------------------|----------|----------|--------------|
| Thank You                  |          |          |              |
| SERVER                     | PERSONS  | TABLE NO | CHECK NO     |
| <i>gwr</i>                 | <i>4</i> | <i>5</i> | <i>102</i>   |
|                            |          |          | AMOUNT       |
| <i>① Club Steak, M. R.</i> |          |          | <i>11 50</i> |
| <i>B. Pot.</i>             |          |          | <i>1 50</i>  |
| <i>iced Tea</i>            |          |          | <i>50</i>    |
| <i>② Swiss Steak, Well</i> |          |          | <i>4 50</i>  |
| <i>M. Pot. &amp; B.</i>    |          |          |              |
| <i>B. Pot.</i>             |          |          |              |
| <i>iced Tea</i>            |          |          | <i>50</i>    |
| <i>③ Chef Salad</i>        |          |          | <i>3 25</i>  |
| <i>Cof</i>                 |          |          | <i>50</i>    |
| <i>④ N.Y. Strip, R.</i>    |          |          | <i>14 50</i> |
| <i>B. Pot.</i>             |          |          | <i>1 50</i>  |
| <i>iced Tea</i>            |          |          | <i>50</i>    |
| TAX                        |          |          | <i>1 75</i>  |
| TOTAL                      |          |          | <i>45 50</i> |

- ☐ 12. After you are sure that the guests want nothing more, add all prices listed in the "Amount" column, and enter this amount after SUBTOTAL. (See Figure 2.)
- ☐ 13. Refer to tax table in Figure 3 (or compute the correct percentage of the subtotal), and enter in the "Amount" column after the word TAX. (See Figure 2.)

## Job Sheet 1

Figure 3

| 7%                 |      |                |      | 4.5% State Sales Tax<br>+ 2.5% City/County Tax |      |                |      |
|--------------------|------|----------------|------|------------------------------------------------|------|----------------|------|
| Sales<br>Up To     | Tax  | Sales<br>Up To | Tax  | Sales<br>Up To                                 | Tax  | Sales<br>Up To | Tax  |
| \$0.07             | 0.00 | 2.64           | 0.18 | 5.21                                           | 0.36 | 7.78           | 0.54 |
| 0.21               | 0.01 | 2.78           | 0.19 | 5.35                                           | 0.37 | 7.92           | 0.55 |
| 0.35               | 0.02 | 2.92           | 0.20 | 5.49                                           | 0.38 | 8.07           | 0.56 |
| 0.49               | 0.03 | 3.07           | 0.21 | 5.64                                           | 0.39 | 8.21           | 0.57 |
| 0.64               | 0.04 | 3.21           | 0.22 | 5.78                                           | 0.40 | 8.35           | 0.58 |
| 0.78               | 0.05 | 3.35           | 0.23 | 5.92                                           | 0.41 | 8.49           | 0.59 |
| 0.92               | 0.06 | 3.49           | 0.24 | 6.07                                           | 0.42 | 8.64           | 0.60 |
| 1.07               | 0.07 | 3.64           | 0.25 | 6.21                                           | 0.43 | 8.78           | 0.61 |
| 1.21               | 0.08 | 3.78           | 0.26 | 6.35                                           | 0.44 | 8.92           | 0.62 |
| 1.35               | 0.09 | 3.92           | 0.27 | 6.49                                           | 0.45 | 9.07           | 0.63 |
| 1.49               | 0.10 | 4.07           | 0.28 | 6.64                                           | 0.46 | 9.21           | 0.64 |
| 1.64               | 0.11 | 4.21           | 0.29 | 6.78                                           | 0.47 | 9.35           | 0.65 |
| 1.78               | 0.12 | 4.35           | 0.30 | 6.92                                           | 0.48 | 9.49           | 0.66 |
| 1.92               | 0.13 | 4.49           | 0.31 | 7.07                                           | 0.49 | 9.64           | 0.67 |
| 2.07               | 0.14 | 4.64           | 0.32 | 7.21                                           | 0.50 | 9.78           | 0.68 |
| 2.21               | 0.15 | 4.78           | 0.33 | 7.35                                           | 0.51 | 9.92           | 0.69 |
| 2.35               | 0.16 | 4.92           | 0.34 | 7.49                                           | 0.52 |                |      |
| 2.49               | 0.17 | 5.07           | 0.35 | 7.64                                           | 0.53 |                |      |
| SALES OVER \$10.00 |      |                |      | HOW TO FIGURE THE TAX:                         |      |                |      |
| Amount             | Tax  | Amount         | Tax  | Example: Sale is \$55.43                       |      |                |      |
| \$10.00            | 0.70 | \$ 60.00       | 4.20 | Tax on \$50.00                                 |      |                |      |
| \$20.00            | 1.40 | \$ 70.00       | 4.90 | Tax on \$ 5.43                                 |      |                |      |
| \$30.00            | 2.10 | \$ 80.00       | 5.60 | Total Tax                                      |      |                |      |
| \$40.00            | 2.80 | \$ 90.00       | 6.30 |                                                |      |                |      |
| \$50.00            | 3.50 | \$100.00       | 7.00 |                                                |      |                |      |

- ☐ 14. Add the tax and the subtotal.
- ☐ 15. Enter this amount in the "Amount" column after the word TOTAL. (See Figure 2.)
- ☐ 16. Recheck all prices and addition and multiplication.
- ☐ 17. Write "It has been a pleasure to serve you" and your name on the back of the ticket, if the ticket is not already preprinted with a thank-you.
- ☐ 18. Present the ticket to the guest face down.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Dining Room Service Unit 11

### Job Sheet 2—Use Arm Technique to Pick Up and Place Plates and Glasses

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                             | Rating |
|-------------------------------------------------|--------|
| Speed                                           | _____  |
| Accuracy                                        | _____  |
| Neatness                                        | _____  |
| Sanitation                                      | _____  |
| Smoothness of procedure (performed from memory) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Cover and service materials

4 dinner plates holding lettuce and sliced tomatoes or some other food for realism  
4 water glasses  
Pitcher of water to fill glasses  
Table

B. Procedure

Note: When serving guests, all dinnerware, flatware, and glassware must be handled in a sanitary manner. Do not touch any part of the serving ware that would come in contact with food.

1. Pick up and place plates

- ☐ a. Place one plate between the thumb and index finger of the right hand, with the thumb on the outer rim of the plate not touching the food. (Figure 1)

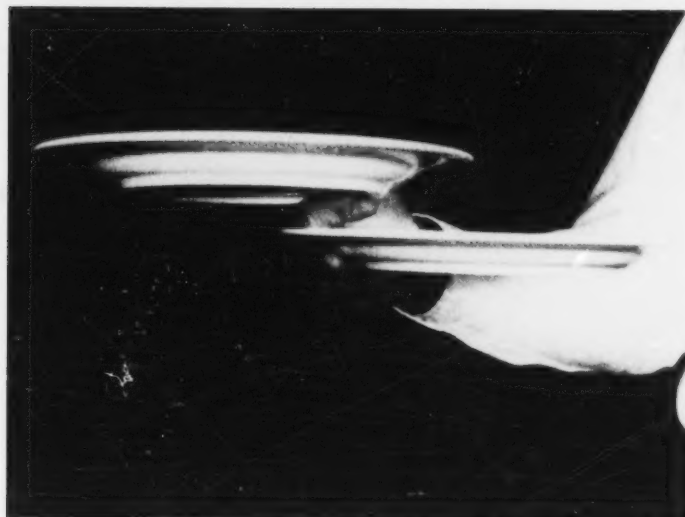
## Job Sheet 2

Figure 1



- ☐ b. Pick up another plate with the left hand.
- ☐ c. Place second plate between the index finger and bottom three fingers of the right hand, with tip of index finger under first plate and other three fingers spread across the bottom of the second plate. (Figure 2)

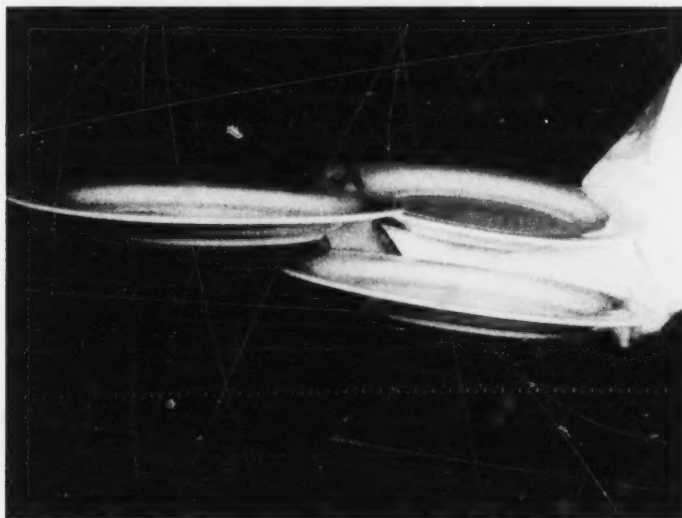
Figure 2



## Job Sheet 2

- ☐ d. Place the third plate on the ridge formed by the top of the thumb and the side of the right wrist. (Figure 3)

Figure 3



- ☐ e. Pick up the last plate with the left hand.
- ☐ f. Put the plates down in the opposite order in which they were picked up. (Figure 4)

Figure 4





## Job Sheet 2

2. Pick up and place glasses.

- ☐ a. Place one glass on edge of left hand, using thumb and index finger to hold it. (Figure 5)

Figure 5



- ☐ b. Place second glass in palm of left hand, using the little finger to balance it. (Figure 6)

Figure 6



## Job Sheet 2

- ☐ c. Place third glass on middle two fingers of left hand. (Figure 7)

Figure 7



- ☐ d. Pick up fourth glass in right hand.
- ☐ e. Put the glasses down in the opposite order in which they were picked up.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Dining Room Service  
Unit 11****Job Sheet 3—Serve a Booth or Wall Table**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                             | Rating |
|-------------------------------------------------|--------|
| Speed                                           | _____  |
| Accuracy                                        | _____  |
| Neatness                                        | _____  |
| Sanitation                                      | _____  |
| Smoothness of procedure (performed from memory) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment**

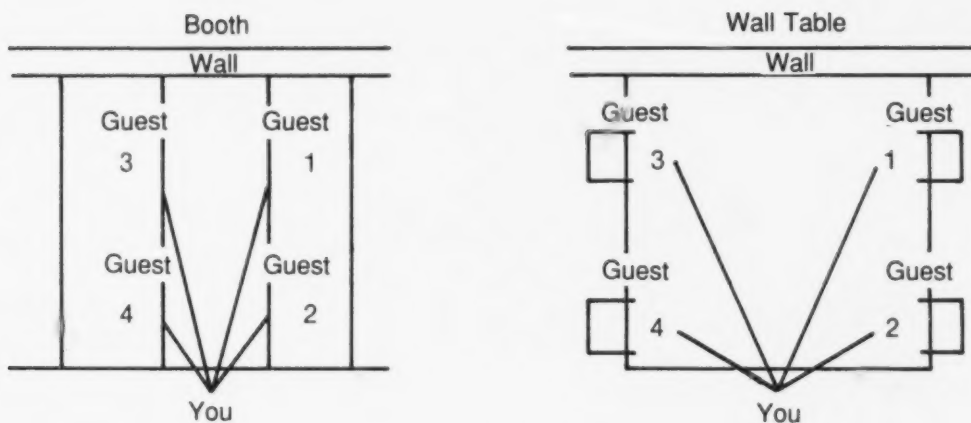
Table  
4 chairs  
4 plates

**B. Procedure (Figure 1)**

Note: When serving guests, all dinnerware, flatware, and glassware must be handled in a sanitary manner. Do not touch any part of the serving ware that would come in contact with food.

## Job Sheet 3

Figure 1



1. Serve left side of booth or wall table.
  - a. Ask four classmates to act as guests.
  - ☐ b. After guests are seated, pick up two plates to be served.
  - ☐ c. Standing at end of table, serve Guest 3 with your right hand, saying "Excuse me" when reaching in front of Guest 4.
  - ☐ d. Transfer remaining plate from left to right hand.
  - ☐ e. Serve Guest 4 with your right hand.
2. Serve right side of booth or wall table.
  - ☐ a. Pick up two plates to be served.
  - ☐ b. Standing at end of table, serve Guest 1 with your left hand, saying "Excuse me" when reaching in front of Guest 2.
  - ☐ c. Transfer remaining plate from right to left hand.
  - ☐ d. Serve Guest 2 with your left hand.

## Job Sheet 3

3. Remove or clear dishes from left side of booth or wall table.
- ☐ a. Remove dishes of Guest 3 with your right hand, saying "Excuse me" when reaching in front of Guest 4.
  - ☐ b. Remove dishes of Guest 4 with your right hand.
4. Remove or clear dishes from right side of booth or wall table.
- ☐ a. Remove dishes of Guest 1 with your left hand, saying "Excuse me" when reaching in front of Guest 2.
  - ☐ b. Remove dishes of Guest 2 with your left hand.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Counter Service Unit 12**

### **Objective Sheet**

#### **Unit Objective**

After completing this unit, the student should be able to set a table and prepare and serve drinks. The student should demonstrate these competencies by completing the job sheets and by scoring a minimum of 85 percent on the written test.

#### **Specific Objectives**

After completing this unit, the student should be able to:

1. Match terms related to counter service with their correct definitions.
2. Complete statements concerning ways to deal with guests.
3. Select true statements concerning opening duties of a counter worker.
4. Select true statements concerning tips for good counter service.
5. List three general rules concerning portioning food.
6. Arrange in order steps for portioning french fries and onion rings.
7. Select true statements concerning methods of portioning desserts.
8. Select true statements concerning rules for packaging carryout orders.
9. Complete statements concerning ways to maintain sanitary conditions.
10. Select true statements concerning closing responsibilities of a counter service worker.
11. Fold and stack napkins. (Job Sheet 1)
12. Wrap and stack flatware. (Job Sheet 2)
13. Prepare and evaluate coffee. (Job Sheet 3)
14. Prepare and evaluate iced tea. (Job Sheet 4)
15. Prepare a soft drink. (Job Sheet 5)
16. Prepare a milk shake. (Job Sheet 6)

## Counter Service Unit 12

### Suggested Activities

#### Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.
4. Review instructions for evaluating student performance and make copies of Unit Evaluation Form.
5. Provide students with unit of instruction.
6. Discuss unit and specific objectives.
7. Discuss the job sheets, then demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.
8. Discuss the use of the Unit Evaluation Form with students, and select and discuss the rating scale that will be used for student evaluation.
9. Make copies of the written test.
10. Give written test.
11. Compile job sheet ratings and written test scores on the Unit Evaluation Form.
12. Reteach and retest as required.

#### Teaching Suggestions

Note: Skill areas appearing in boldface type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Set up a fake service counter, then ask class to play out fast food service situations, including problems. Divide class into customers and counter personnel. Have class evaluate each situation according to criteria in Objective 2. Skill areas: **listening, oral communication, interpersonal relations, and negotiation.**



### Suggested Activities

2. Discuss and demonstrate portioning techniques that apply to fast foods. Skill areas: **listening, oral communication, and organizational effectiveness.**
3. Have someone from a local fast food restaurant come to class to demonstrate packaging of carryout orders. Afterward, ask students to discuss whether the presentation matched the rules for packaging carryout orders in Objective 8. Skill areas: **listening, oral communication, problem solving, and learning to learn.**
4. Have students visit a fast food operation and observe the behavior of counter workers, then ask students to write an evaluation of that behavior according to the tips for good counter service in Objective 4. Skill areas: **creative thinking and writing.**

### Resources Used in Developing This Unit

1. Green, Kinsey *Fast Food Service Competency Based Teaching Module*. Washington, DC: United States Government Services.
2. Hohhertz, Durwin. *Fast Food Occupations*. Commerce, TX: Occupational Curriculum Laboratory, 1980.
3. Palan, Earl. *Food Production, Management, and Services: Introduction*, 2nd edition. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1992.
4. Palan, Earl. *Food Production, Management, and Services: Service*, 2nd edition. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1992.
5. Parker, Marilyn. *Fast Food Service*. Columbia, MO: Instructional Materials Laboratory, University of Missouri--Columbia, 1980.

### Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher or student edition. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.



### Suggested Activities

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

#### Option A

- 4 - Skilled—Can perform job with no additional training.
- 3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
- 2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
- 1 - Unskilled—Is familiar with process, but is unable to perform job.

#### Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

**Counter Service  
Unit 12**

**Answers to Written Test**

- |    |                               |                                |                                 |                                 |                       |
|----|-------------------------------|--------------------------------|---------------------------------|---------------------------------|-----------------------|
| 1. | a. 8<br>b. 4<br>c. 9<br>d. 14 | e. 1<br>f. 10<br>g. 15<br>h. 2 | i. 16<br>j. 5<br>k. 19<br>l. 17 | m. 18<br>n. 6<br>o. 11<br>p. 12 | q. 3<br>r. 7<br>s. 13 |
|----|-------------------------------|--------------------------------|---------------------------------|---------------------------------|-----------------------|
2. a. Smile  
b. Menu  
c. Guest  
d. Menu  
e. Confident  
f. Guest complaints  
g. Handicapped  
h. Manners
3. a, d, e, g
4. a, b, d, f
5. a. Check the portioning sheet at your station to see that the correct weight or measure is used  
b. Keep serving the same size  
c. Provide larger portions of certain items only when requested by the guest
- |    |                      |              |
|----|----------------------|--------------|
| 6. | a. 4<br>b. 2<br>c. 1 | d. 5<br>e. 3 |
|----|----------------------|--------------|
7. b, c, e
8. b, c, d
9. a. Clean  
b. Under  
c. Base  
d. Handle  
e. Tongs  
f. Infection  
g. Wash your hands  
h. Smoke
10. b, c, e

**Counter Service  
Unit 12**

**Written Test**

Name \_\_\_\_\_

Score \_\_\_\_\_

1. Match the terms on the right with their correct definitions.

- |          |                                                                                                                                       |                         |
|----------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| _____ a. | Cylinder containing carbon dioxide which forces syrup from the syrup tank and then combines with the syrup to add "fizz" or the drink | 1. Garnish              |
| _____ b. | Food prepared and sold for the purpose of eating at another location                                                                  | 2. Eye appeal           |
| _____ c. | The area where all of one type of food is displayed                                                                                   | 3. Courtesy             |
| _____ d. | The rate the customers are served and move by each station in cafeteria-style fast food places                                        | 4. Take-out food        |
| _____ e. | To add edible decoration to a food                                                                                                    | 5. Canister             |
| _____ f. | The amount of food served to the guest                                                                                                | 6. Menu board           |
| _____ g. | A plate of food with a smaller serving which is priced for a child                                                                    | 7. Heat lamp            |
| _____ h. | The pleasing and tasteful appearance of food                                                                                          | 8. CO <sub>2</sub> tank |
| _____ i. | A machine used to make milk shakes or malts                                                                                           | 9. Station              |
| _____ j. | Container for flatware at the beginning of the serving line                                                                           | 10. Portion             |
| _____ k. | To present food at its best                                                                                                           | 11. Coffee urn          |
| _____ l. | The creation and maintenance of conditions favorable to good health                                                                   | 12. Setup               |
|          |                                                                                                                                       | 13. Steep               |
|          |                                                                                                                                       | 14. Line speed          |
|          |                                                                                                                                       | 15. Child's plate       |

### Written Test

- \_\_\_\_\_ m. A machine which will provide a person various types of drinks
- \_\_\_\_\_ n. A board or sign which lists the types and prices of foods
- \_\_\_\_\_ o. The machine in which the coffee is brewed
- \_\_\_\_\_ p. The arrangement of the serving line
- \_\_\_\_\_ q. Consideration, respect, cooperation, and generosity toward others
- \_\_\_\_\_ r. A lamp (infrared light) used to keep food warm
- \_\_\_\_\_ s. To soak in a liquid at a temperature under the boiling point

2. Complete the following list of statements concerning ways to deal with guests.

- a. Greet each guest with a \_\_\_\_\_ and a pleasant comment.
- b. Know the \_\_\_\_\_ for the day and be ready to offer suggestions to the guest.
- c. Ask the \_\_\_\_\_ how the food should be cooked and served.
- d. Answer any questions the guest may ask about the \_\_\_\_\_ or meal.
- e. Be \_\_\_\_\_ when talking to the guest.
- f. Be tactful in handling guest \_\_\_\_\_.
- g. Assist \_\_\_\_\_ guests and guests with small children or logs of packages, as needed.
- h. Always use your best \_\_\_\_\_.

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### Written Test

3. Select true statements concerning opening duties of a counter worker by placing an "X" in the appropriate blanks.

- \_\_\_\_\_ a. Make sure the counter is neat and orderly
- \_\_\_\_\_ b. Place dirty silverware in the canisters or trays
- \_\_\_\_\_ c. Always roll silverware in napkins
- \_\_\_\_\_ d. Fill napkin holders, sugar containers, and salt and pepper shakers
- \_\_\_\_\_ e. Fill the cold table with crushed ice
- \_\_\_\_\_ f. Keep dishes in rows at some serving areas
- \_\_\_\_\_ g. Prepare menu boards with listings of foods available and their prices

4. Select true statements concerning tips for good counter service by placing an "X" in the appropriate blanks.

- \_\_\_\_\_ a. Greet the guest with enthusiasm and a smile
- \_\_\_\_\_ b. Take the guest's order and when completed, read it back to prevent an error.
- \_\_\_\_\_ c. If a drink or side order was not ordered, offer coffee to the guest.
- \_\_\_\_\_ d. Place the order with the kitchen either verbally in a manner in which it can be clearly understood or on a written order in a neat and legible manner.
- \_\_\_\_\_ e. Package the order quickly giving it to the guest as soon as possible.
- \_\_\_\_\_ f. Thank guest for the order.

5. List three general rules concerning portioning food.

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_

### Written Test

6. Arrange in order the following steps for portioning french fries and onion rings by numbering from 1 to 5.

- \_\_\_\_\_ a. Slip the scoop out.
- \_\_\_\_\_ b. In a forward motion, scoop up the french fries.
- \_\_\_\_\_ c. Place bag on fry scoop.
- \_\_\_\_\_ d. Place packaged fries in the rack to await serving.
- \_\_\_\_\_ e. Gently shake them to stand fries up inside bag.

7. Select true statements concerning methods of portioning desserts by placing an "X" in the appropriate blanks.

- \_\_\_\_\_ a. Use a ladle for portioning soft desserts such as ice cream
- \_\_\_\_\_ b. When portioning soft desserts, start dipping from the side of large containers
- \_\_\_\_\_ c. Use a spatula to cut and portion cakes and pies
- \_\_\_\_\_ d. Use a ladle only to portion canned fruit
- \_\_\_\_\_ e. Use one spoon to dip the whipped cream from the container and one to push the cream from the spoon when adding cream to the top of desserts

8. Select true statements concerning general rules for packaging carryout orders by placing an "X" in the appropriate blanks.

- \_\_\_\_\_ a. Select proper container size and kind to retain shape and neat appearance of food item
- \_\_\_\_\_ b. Open a bag by placing hand inside the bag and straightening the bag bottom
- \_\_\_\_\_ c. Arrange more than two objects in a bag by placing two on the bottom to secure balance
- \_\_\_\_\_ d. Place boxed items first such as sandwiches, then fragile items last such as french fries
- \_\_\_\_\_ e. Bag all cold and hot items together

### Written Test

9. Complete the following list of statements concerning ways to maintain sanitary conditions.
- a. Keep counter surfaces \_\_\_\_\_.
  - b. Place your fingers \_\_\_\_\_ the plate, not inside the plate.
  - c. Handle the glasses by the \_\_\_\_\_, not the rim.
  - d. Handle silverware by the \_\_\_\_\_ only.
  - e. Use \_\_\_\_\_ to handle food, not your hands.
  - f. Do not serve food if you have an \_\_\_\_\_.
  - g. Use a tissue when you sneeze or cough, then \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_.
  - h. Do not eat or \_\_\_\_\_ in the food serving area.
10. Select true statements concerning closing responsibilities of a counter service worker by placing an "X" in the appropriate blanks.
- \_\_\_\_\_ a. Remove all foods from the counter at the end of the day and discard.
  - \_\_\_\_\_ b. Pour out unsold drinks in glasses or cups.
  - \_\_\_\_\_ c. Place bread in storage.
  - \_\_\_\_\_ d. Clean tray rails on top only.
  - \_\_\_\_\_ e. Clean all corners and cracks where food builds up on the counter equipment.
  - \_\_\_\_\_ f. Clean some containers which hold food on the counter.

\*Permission to duplicate this test is granted.

**Counter Service  
Unit 12**

**Unit Evaluation Form**

Student Name \_\_\_\_\_ Unit Rating \_\_\_\_\_

Job Sheet 1—Fold and Stack Napkins Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 2—Wrap and Stack Flatware Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 3—Prepare and Evaluate Coffee Vegetable Salad (Coleslaw) Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 4—Prepare and Evaluate Iced Tea Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 5—Prepare a Soft Drink Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 6—Prepare a Milk Shake Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Written Test Scores**

Pretest \_\_\_\_\_ Posttest \_\_\_\_\_ Other \_\_\_\_\_

Other \_\_\_\_\_  
\_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

\*Permission to duplicate this form is granted.



## Counter Service Unit 12

### Information Sheet

#### 1. Terms and definitions

- a. **Canister** — Container for flatware at the beginning of the serving line
- b. **Child's plate** — A plate of food with a smaller serving which is priced for a child
- c. **Coffee urn** — The machine in which the coffee is brewed
- d. **CO<sub>2</sub> tank** — Cylinder containing carbon dioxide which forces syrup from the syrup tank and then combines with the syrup to add "fizz" or the drink
- e. **Courtesy** — Consideration, respect, cooperation, and generosity toward others
- f. **Display** — To present food at its best
- g. **Drink dispenser** — A machine which will provide a person various types of drinks
- h. **Eye appeal** — The pleasing and tasteful appearance of food
- i. **Garnish** — To add edible decoration to a food
- j. **Heat lamp** — A lamp (infrared light) used to keep food warm
- k. **Line speed** — The rate the customers are served and move by each station in cafeteria-style fast food places
- l. **Malt machine** — A machine used to make milk shakes or malts
- m. **Menu board** — A board or sign which lists the types and prices of foods
- n. **Portion** — The amount of food served to the guest
- o. **Sanitation** — The creation and maintenance of conditions favorable to good health
- p. **Setup** — The arrangement of the serving line
- q. **Station** — The area where all of one type of food is displayed
- r. **Steep** — To soak in a liquid at a temperature under the boiling point
- s. **Take-out food** — Food prepared and sold for the purpose of eating at another location

## Information Sheet

### 2. Ways to deal with guests

- a. Greet each guest with a smile and a pleasant comment.

Example: "Good morning"

Note: Remember that you have only a few seconds to make a good impression on the guest.

- b. Know the menu for the day and be ready to offer suggestions to the guest.

- c. Ask the guest how the food should be cooked and served.

Examples: "What dressing would you like on your salad?" or "Would you like your eggs sunny side up?"

- d. Answer any questions the guest may ask about the menu or meal.

Example: "Is that meat well-done?"

- e. Be confident when talking to the guest.

- f. Be tactful in handling guest complaints.

Note: Report any problem you cannot handle to the supervisor.

- g. Be available to the guest at all times.

Note: Guests appreciate courtesy and good service.

- h. Assist handicapped guests and guests with small children or lots of packages, as needed.

- i. Always use your best manners.

Note: Make "Thank you," "Please," and "May I help you?" a natural part of your vocabulary.

### 3. Opening duties of a counter worker

- a. Make sure the counter is neat and orderly.

- b. Place clean silverware in the canisters or trays.

Note: Handle silverware by the handle only.

- c. Always roll silverware in napkins, if required.

### Information Sheet

- d. Fill napkin holders, sugar containers, and salt and pepper shakers.
  - e. Clean all glass shelves and metal surfaces.
  - f. Turn holding station on and set regulators to maintain food at correct temperature.
  - g. Fill the cold table with crushed ice
  - h. Keep dishes in rows at all serving areas
- Note: Plates should be kept chilled at salad station.
- i. Prepare menu boards with listings of foods available and their prices.
  - j. Prepare coffee and other beverages served at the counter.

#### 4. Tips for good counter service

- a. Greet the guest with enthusiasm and a smile.
  - b. Take the guest's order and when completed, read it back to prevent an error.
  - c. If a drink or side order was not ordered, offer suggestions to the guest.
  - d. Place the order with the kitchen either verbally in a manner in which it can be clearly understood or on a written order in a neat and legible manner.
  - e. Make the drinks, put lids on them, and place on tray.
- Note: Use a disposable tray for carryout.
- f. Package the order carefully, double checking it for accuracy before giving it to the guest.
- Note: Make sure take-out orders are complete with napkins, flatware, and salt and pepper.
- g. Take the guest's payment and then count change back carefully.
  - h. Thank guest for the order.

## Information Sheet

### 5. General rules concerning portioning food

Note: Proper portioning allows the management to estimate the amounts of food needed for meals.

- a. Check the portioning sheet at your station to see that the correct weight or measure is used
- b. Keep serving the same size
- c. Provide larger portions of certain items only when requested by the guest

Example: Many people request more salad dressing

Note: Check with your employer for specific rules concerning larger portions and substitutions.

### 6. Procedures for portioning french fries and onion rings

- a. Place bag on fry scoop.
- b. In a forward motion, scoop up the french fries.
- c. Gently shake them to stand fries up inside bag.
- d. Slip the scoop out.
- e. Place packaged fries in the rack to await serving.

### 7. Methods of portioning desserts

- a. Use a scoop for portioning soft desserts such as ice cream.
  - Dip ice cream scoop in warm water.
  - Shake the scoop to remove water.
  - Start dipping from the side of large containers.
- b. Use a spatula to cut and portion cakes and pies.
  - Remove each piece from the pan or serving plate with a spatula.
  - Use a knife to hold the piece gently while moving it to a dessert plate.
  - Center the portion on the plate.

### Information Sheet

- c. Use a scoop or ladle to portion canned fruit.
- d. Use one spoon to dip the whipped cream from the container and one to push the cream from the spoon when adding cream to the top of desserts.

Note: As each dessert is prepared, place it on a clean tray or cart and refrigerate until needed for serving. Some desserts may be wrapped with plastic for guest selection as a dessert counter.

#### 8. General rules for packaging carryout orders

- a. Select proper container size and kind to retain heat and neat appearance of food item.
- b. Open a bag by placing hand inside the bag and straightening the bag bottom.
- c. Arrange more than two objects in a bag by placing two on the bottom to secure balance.
- d. Place boxed items first, such as sandwiches, then fragile items last, such as french fries.

Note: This will keep foods from shifting and getting mashed.

- e. Bag all cold items together and all hot items together.

#### 9. Ways to maintain sanitary conditions

- a. Keep counter surfaces clean.
- b. Place your fingers under the plate, not inside the plate.
- c. Handle the glasses by the base, not the rim.
- d. Handle silverware by the handle only.
- e. Use tongs to handle food, not your hands.
- f. Do not serve food if you have an infection.
- g. Wash your hands often.

Note: Always wash your hands after using the restroom.

- h. Use a tissue when you sneeze or cough, then wash your hands.
- i. Keep your hair combed, clean, neat, and restrained.
- j. Do not eat or smoke in the food serving area.

**Information Sheet****10. Closing responsibilities of a counter service worker**

- a. Remove all foods from the counter at the end of the day, cover, and refrigerate.

Note: Foods should be covered between serving periods during the day.

- b. Pour out unsold drinks in glasses or cups.

- c. Place bread in storage.

Note: Remove molded bread from storage areas.

- d. Drain and clean the food warmer.

- e. Clean other equipment that is located in the counter area.

- f. Clean and polish glass shelves and racks.

- g. Clean tray rails on top only.

- h. Clean all corners and cracks where food builds up on the counter equipment.

- i. Clean some containers which hold food on the counter.

## Counter Service Unit 12

### Job Sheet 1—Fold and Stack Napkins

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria               | Rating |
|-----------------------------------|--------|
| Napkins folded uniformly          | _____  |
| Napkins neatly stacked and stored | _____  |
| Sanitation precautions observed   | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

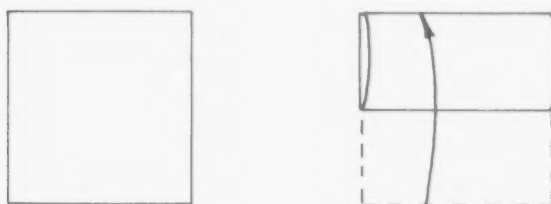
A. Materials—Standard 18-inch cloth napkins (6)

B. Procedure

Note: Most paper napkins come prefolded, so this procedure will mainly be used for cloth napkins.

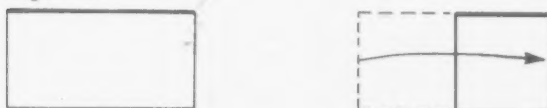
- ☐ 1. Fold the napkin in half and align the edges (Figure 1)

Figure 1



- ☐ 2. Fold the napkin in half again and align edges (Figure 2)

Figure 2



## Job Sheet 1

- ☐ 3. Fold the napkin in half a third time (Figure 3)

Figure 3



- ☐ 4. Repeat steps 1 through 3 until six napkins have been folded
- ☐ 5. Stack the napkins and place them in the proper storage area (Figure 4)

Figure 4



Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



## Counter Service Unit 12

### Job Sheet 2—Wrap and Stack Flatware

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                    | Rating |
|----------------------------------------|--------|
| Rolled napkin with flatware is uniform | _____  |
| Flatware is concealed                  | _____  |
| Rolled flatware neatly stacked on tray | _____  |
| Sanitation precautions observed        | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

#### A. Materials

Standard 18-inch cloth napkins or equivalent paper napkins (6)

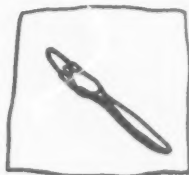
Flatware (appropriate for type of food service operation)

Tray

#### B. Procedure

- ☐ 1. Place the appropriate flatware from corner to corner on a napkin. (Figure 1)

Figure 1



## Job Sheet 2

- ☐ 2. Fold the top corners over the flatware. (Figure 2)

Figure 2



- ☐ 3. Fold the napkin in half, covering the flatware. (Figure 3)

Figure 3



- ☐ 4. Roll the flatware in the napkin. (Figure 4)

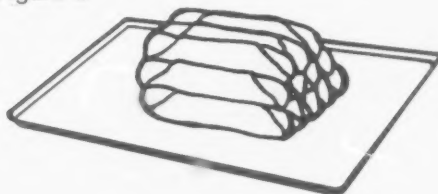
Figure 4



- ☐ 5. Repeat steps 1 through 4 until you have six sets of rolled flatware.

- ☐ 6. Stack the rolled flatware onto the tray. (Figure 5)

Figure 5



## Job Sheet 2

- ☐ 7. Place tray on tray table or rack.

Evaluator's comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Counter Service  
Unit 12****Job Sheet 3—Prepare and Evaluate Coffee**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                               | Rating |
|-------------------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning             | _____  |
| Product prepared according to recipe                              | _____  |
| Safety and sanitation procedures followed                         | _____  |
| Product evaluated according to given criteria                     | _____  |
| Servable product obtained (evaluation score of 16 or more points) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment—Automatic drip coffee pot**

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

**B. Procedure**

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

## Job Sheet 3

| <b>Name:</b> Coffee            |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Yield:</b> 12 cups          |                                 | <b>Portion:</b> 6 oz.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Utensils:</b> Coffee filter |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Ingredients                    | Quantity                        | Method                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Coffee<br>Water, fresh         | 1 premeasured packet<br>12 cups | <ol style="list-style-type: none"> <li>1. Place filter in basket.</li> <li>2. Add premeasured coffee to filter basket.</li> <li>3. Spread coffee evenly.</li> <li>4. Place filter basket in place.</li> <li>5. Add water to unit.</li> <li>6. Push "ON" button.</li> <li>7. Remove filter and grounds upon completion of brewing and dump in designated area.</li> <li>8. Check hold temperature to make sure it is correct (180°F).</li> </ol> <p>Note: Do not hold coffee for more than one hour as loss of flavor is considerable.</p> <ol style="list-style-type: none"> <li>9. Rinse basket with hot water; let air dry.</li> </ol> |

Note: The operating procedure will vary according to equipment.

- ☐ 3. Evaluate the coffee.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

## Job Sheet 3

| Standards of Quality | Characteristics                              | Excellent<br>(5 pts.) | Good<br>(4 pts.) | Fair<br>(3 pts.) | Poor<br>(2 pts.) |
|----------------------|----------------------------------------------|-----------------------|------------------|------------------|------------------|
| Appearance           | Medium brown color with no visible particles |                       |                  |                  |                  |
| Freshness            | No cloudiness<br>Not stale                   |                       |                  |                  |                  |
| Flavor               | Mellow<br>Fresh<br>Not bitter                |                       |                  |                  |                  |
| Aroma                | Pleasing                                     |                       |                  |                  |                  |
| Temperature          | Hot when served                              |                       |                  |                  |                  |

Total Points \_\_\_\_\_

## Scoring

21-25 points — Servable; good technique

16-20 points — Check technique; serve with improvement in mind

10-15 points — Check technique; do not serve

- ☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? \_\_\_\_\_

b. If the product was not servable, why? \_\_\_\_\_

c. Which of the following should be improved? \_\_\_\_\_

- Measuring
- Temperature
- Mixing
- Preparation

## Job Sheet 3

- ☐ 5. Clean utensils and return unused ingredients to proper storage.
- ☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Counter Service  
Unit 12****Job Sheet 4—Prepare and Evaluate Iced Tea**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                                               | Rating |
|-------------------------------------------------------------------|--------|
| Utensils and ingredients assembled prior to beginning             | _____  |
| Product prepared according to recipe                              | _____  |
| Safety and sanitation procedures followed                         | _____  |
| Product evaluated according to given criteria                     | _____  |
| Servable product obtained (evaluation score of 16 or more points) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment—Range**

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

**B. Procedure**

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.



## Job Sheet 4

| <b>Name:</b> Iced Tea                                                     |                                       |                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Yield:</b> 3 gallons                                                   |                                       | <b>Portion:</b> 12 oz. glass of tea                                                                                                                                                                                                                   |
| <b>Utensils:</b> Stainless steel containers, measuring utensil            |                                       |                                                                                                                                                                                                                                                       |
| Ingredients                                                               | Quantity                              | Method                                                                                                                                                                                                                                                |
| Tea bags, 1 oz.<br>Water, boiling<br>Water, cold<br>Ice, chipped or cubed | 6<br>1 gal.<br>2 gal.<br>10 to 15 lb. | 1. Place tea bags in stainless steel container.<br>2. Add boiling water.<br>3. Steep bags for 4 to 6 minutes.<br>4. Remove bags.<br>5. Pour hot tea into cold water.<br>6. Fill 12-oz. glasses with ice.<br>7. Pour tea over ice just before serving. |

Note: Always pour the hot tea concentrate into the cold water. Do not refrigerate or ice the tea prior to service; cloudiness develops in tea that has been refrigerated.

- ☐ 3. Evaluate the iced tea.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

| Standards of Quality | Characteristics                           | Excellent<br>(5 pts.) | Good<br>(4 pts.) | Fair<br>(3 pts.) | Poor<br>(2 pts.) |
|----------------------|-------------------------------------------|-----------------------|------------------|------------------|------------------|
| Appearance           | Light brown, golden color<br>No particles |                       |                  |                  |                  |
| Freshness            | No cloudiness                             |                       |                  |                  |                  |
| Flavor               | Brisk<br>Somewhat tart<br>Not bitter      |                       |                  |                  |                  |
| Aroma                | Pleasing                                  |                       |                  |                  |                  |
| Temperature          | Chilled                                   |                       |                  |                  |                  |

Total Points \_\_\_\_\_

## Scoring

- 21-25 points — Servable; good technique  
16-20 points — Check technique; serve with improvement in mind  
10-15 points — Check technique; do not serve

**Job Sheet 4**

- ☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? \_\_\_\_\_

b. If the product was not servable, why? \_\_\_\_\_  
\_\_\_\_\_

c. Which of the following should be improved? \_\_\_\_\_  
\_\_\_\_\_

- Measuring
- Temperature
- Mixing
- Preparation

- ☐ 5. Clean utensils and return unused ingredients to proper storage.

- ☐ 6. Clean the work area.

Evaluator's comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Counter Service Unit 12

### Job Sheet 5—Prepare a Soft Drink

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                          | Rating |
|----------------------------------------------|--------|
| Proper drink served                          | _____  |
| Proper portion served                        | _____  |
| Drink is cold                                | _____  |
| Drink has proper ratio syrup/CO <sub>2</sub> | _____  |
| Sanitation procedures followed               | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment and materials**

Cups, different sizes  
 Straws  
 Lids  
 CO<sub>2</sub> tank, carbonated water  
 Soft drink dispenser  
 Syrup  
 Crushed ice

**B. Procedures**

Note: Drinks should not be made ahead of time because they will become watery and lose carbonation.

- ☐ 1. Check the counter to make sure all cups, lids, straws, and drink ingredients are ready for use.

Note: Keep the counter stocked with cups, ice, and other materials as they are used.

## Job Sheet 5

- ☐ 2. Check the CO<sub>2</sub> tank to insure that lines are clean and securely fastened to the soft drink dispenser.

Note: Make sure the valve on the CO<sub>2</sub> tank is closed when connecting or disconnecting the line.

- ☐ 3. Connect the CO<sub>2</sub> line to the valve marked "IN" on the syrup can if this has not been done.

Note: Change the CO<sub>2</sub> and syrup tanks as soon as they become empty.

- ☐ 4. Select the proper-sized cup that the guest requests.

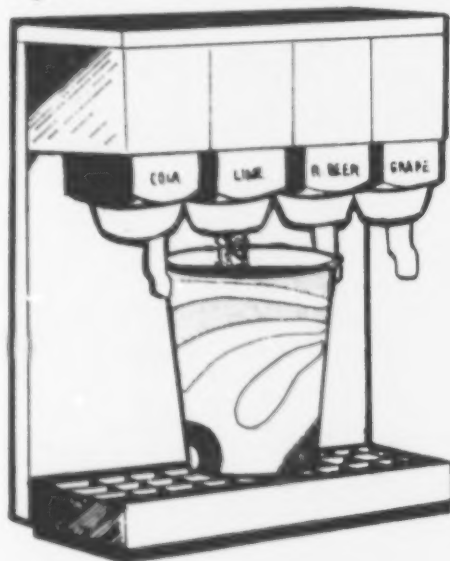
Note: Be familiar with the sizes and prices of all drinks.

- ☐ 5. Fill the cup about  $\frac{3}{4}$  full with crushed ice.

- ☐ 6. Hold the cup under the spout of the selected drink and press the release lever. (Figure 1)

Note: Be careful not to overfill the cup.

Figure 1



**Job Sheet 5**

- ☐ 7. Place a lid on the cup.

Note: Do not pick up the cups by the lids as the drinking surface of a cup should not be touched and the lid may come off.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Counter Service  
Unit 12****Job Sheet 6—Prepare a Milk Shake**

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria               | Rating |
|-----------------------------------|--------|
| Contents smooth and well blended  | _____  |
| Flavor distinct, not overpowering | _____  |
| Portion adequate to cup size      | _____  |
| Sanitation procedures followed    | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment**

Malt machine  
Metal extenders  
Cup  
Lid  
Straw  
Milk  
Ice cream  
Syrup

**B. Procedures**

Note: Malts are made in the same way, except malt powder is added before blending.

- ☐ 1. Check the counter to make sure all cups, lids, straws, and ingredients are ready for use.
- ☐ 2. Select the proper-sized cup for the size milk shake that the customer requests.

Note: Be familiar with the sizes, flavors, and prices of milk shakes.

## Job Sheet 6

- ☐ 3. Place the metal extender on the cup. (Figure 1)

Note: Use the tall extender on the 12 oz. cup and the short extender on the 16 oz. cup.

Figure 1



- ☐ 4. Add milk to the line on the cup.
- ☐ 5. Add ice cream.

Note: Soft serve may be substituted for ice cream.

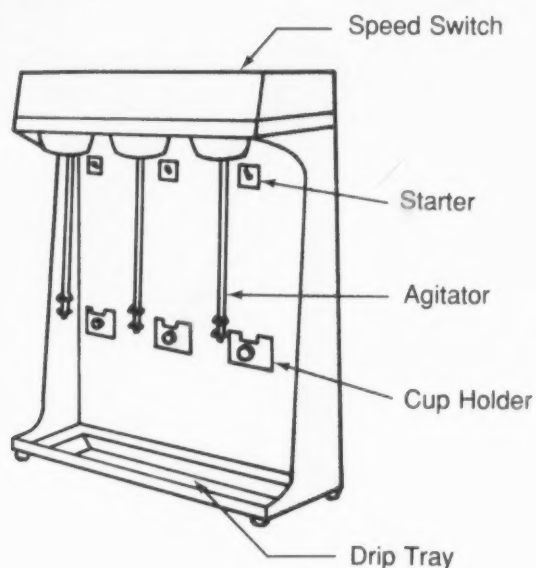
- ☐ 6. Add syrup on top of ice cream.

## Job Sheet 6

- ☐ 7. Place the cup on the malt machine and run the agitator down the inside edge of the cup to the bottom without activating the switch. (Figure 2)

**Caution:** Be careful not to activate switch before the agitator is in the center of cup. If the agitator hits the side of the cup, it may cause operator to lose control and spill ingredients or injure self.

Figure 2



- ☐ 8. Push the cup back against the machine so the agitator is in the center of the cup.
- ☐ 9. Place the rim of the cup extender under the cup on the holder.
- ☐ 10. Push the cup up to start the machine and set the bottom of the cup on the holder.
- ☐ 11. Blend until the contents are smooth.

Note: Do not overblend.

- ☐ 12. Remove the cup from the machine by lifting up, slightly out, and then straight down.



## Job Sheet 6

- ☐ 13. Remove the extender.
- ☐ 14. Wipe any spillage from outside the cup with a damp cloth and serve.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Cashiering Unit 13**

### **Objective Sheet**

#### **Unit Objective**

After completing this unit, the student should be able to process a cash and credit card sale. The student should demonstrate these competencies by completing the assignment and job sheets and by scoring a minimum of 85 percent on the written test.

#### **Specific Objectives**

After completing this unit, the student should be able to:

1. Match terms related to cashiering with their correct definitions.
2. Select true statements concerning proper work attitudes.
3. Select true statements concerning proper appearance for a cashier.
4. Complete statements concerning duties and responsibilities of a cashier.
5. Select true statements concerning ways to handle guest complaints.
6. List three steps in using a tax table.
7. List commonly used credit cards.
8. Complete statements concerning characteristics of a check.
9. Select true statements concerning general rules for cashing checks.
10. Match common denominations with their pictures.
11. Complete statements concerning ways to detect counterfeit bills.
12. List common practices of a shortchange artist.
13. Select true statements concerning ways to avoid the shortchange artist.
14. Explain two methods of money manipulation.
15. Complete statements concerning ways to prevent money manipulation.
16. Set up a cash drawer. (Assignment Sheet 1)

**Objective Sheet**

17. Balance and total a cash drawer. (Assignment Sheet 2)
18. Count change. (Assignment Sheet 3)
19. Take cash and make change. (Job Sheet 1)
20. Process a credit card sale. (Job Sheet 2)

## **Cashiering Unit 13**

### **Suggested Activities**

#### **Instructional Plan**

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.
4. Make transparency from the transparency master included with this unit. This appears in the teacher edition only and is designed to be used with the following objective:  
  
TM 1—Change Bank (Objective 4)
5. Review instructions for evaluating student performance and make copies of Unit Evaluation Form.
6. Provide students with unit of instruction.
7. Discuss unit and specific objectives.
8. Discuss the assignment sheets. Review criteria for evaluation of these activities.
9. Discuss the job sheets, then demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.
10. Discuss the use of the Unit Evaluation Form with students, and select and discuss the rating scale that will be used for student evaluation.
11. Make copies of the written test.
12. Give written test.
13. Compile job sheet ratings and written test scores on the Unit Evaluation Form.
14. Reteach and retest as required.

## Suggested Activities

### Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Ask students to observe a cashier in a fast foods establishment, then write a report about the duties being performed. Have students use the criteria listed in Objectives 2 and 3 and evaluate the cashier's performance. Skill areas: **learning to learn, writing, and problem solving.**
2. Invite a police officer or crime expert to class to discuss how to react if the restaurant students work in is robbed. Skill areas: **listening and personal and career development.**
3. Locate and display common types of cash registers and demonstrate their use. Consider contacting a representative of a register manufacturer such as NCR (National Cash Register) to do this task. Then ask students to write a short report on what they learned. Skill areas: **listening and writing.**
4. Have students practice setting up and balancing a cash drawer with an actual cash register and money. Skill area: **math.**
5. Have students practice using a calculator to total receipts and payments. Skill area: **math.**

### Resources Used in Developing This Unit

1. Green, Kinsey *Fast Food Service Competency Based Teaching Module*. Washington, DC: United States Government Services.
2. Hohhertz, Durwin. *Fast Food Occupations*. Commerce, TX: Occupational Curriculum Laboratory.
3. Palan, Earl. *Food Production, Management, and Services: Introduction*, 2nd edition. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1992.
4. Palan, Earl. *Food Production, Management, and Services: Service*, 2nd edition. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1992.
5. Parker, Marilyn. *Fast Food Service*. Columbia, MO: Instructional Materials Laboratory, University of Missouri--Columbia.

## Suggested Activities

### Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher or student edition. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

#### Option A

- 4 - Skilled—Can perform job with no additional training.
- 3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
- 2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
- 1 - Unskilled—Is familiar with process, but is unable to perform job.

#### Option B

- Yes—Can perform job with no additional training.
- No—Is unable to perform job satisfactorily.

# Cashiering Unit 13

## Answers to Assignment Sheets

**Assignment Sheet 1** Answers will vary according to money amounts given to students.

### Assignment Sheet 2

#### BALANCE SHEET

Original Change Bank \$ 100  
Cash in drawer:

##### Coins

|              |                |
|--------------|----------------|
| Half dollars | \$ <u>2.50</u> |
| Quarters     | <u>14.25</u>   |
| Dimes        | <u>3.80</u>    |
| Nickels      | <u>2.30</u>    |
| Pennies      | <u>.43</u>     |

**Total Coin =** \$ 23.28

Total Cash Drawer \$289.28

Change Bank -\$100.00

**TOTAL CASH SALES** \$189.28

**TOTAL CASH RECEIPTS** \$189.28

##### Check Amounts

|    |              |
|----|--------------|
| \$ | <u>23.87</u> |
|    | <u>16.39</u> |
|    | <u>54.12</u> |
|    | <u>10.72</u> |
|    | <u>48.08</u> |

**Total** \$ 153.18

Total Cash Sales \$ 189.28

Total Check Sales +\$153.18

Total Credit Card Sales +\$162.10

**TOTAL SALES** \$ 504.56

##### Bills

|          |              |
|----------|--------------|
| Fifties  | \$ <u></u>   |
| Twenties | <u>40.00</u> |
| Tens     | <u>50.00</u> |
| Fives    | <u>60.00</u> |
| Ones     | <u>16.00</u> |

**Total Bills =** \$ 126.00

} The cash drawer is balanced when these two figures are the same.

##### Credit Card Amounts

|    |              |
|----|--------------|
| \$ | <u>84.17</u> |
|    | <u>54.90</u> |
|    | <u>23.03</u> |
|    | <u></u>      |
|    | <u></u>      |

**Total** \$ 162.10

## Answers to Assignment Sheets

### Assignment Sheet 3

1. A one-dollar bill and a ten-dollar bill
2. One nickel, one five-dollar bill, and two ten-dollar bills
3. One dime, one fifty-cent piece, and two one-dollar bills
4. Four pennies, one nickel, one fifty-cent piece, two one-dollar bills, and one five-dollar bill
5. One five-dollar bill
6. Two dimes and two one-dollar bills
7. Three pennies, one dime, one quarter, one fifty-cent piece, and one dollar bill
8. Two one-dollar bills and one five-dollar bill
9. Four pennies, one quarter, one fifty-cent piece, and a one-dollar bill
10. Three pennies, one nickel, one quarter, and one five-dollar bill

500



## Cashiering Unit 13

### Answers to Written Test

1. 

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| a. | 6  | f. | 15 | k. | 8  |
| b. | 10 | g. | 4  | l. | 14 |
| c. | 7  | h. | 11 | m. | 12 |
| d. | 5  | i. | 1  | n. | 9  |
| e. | 3  | j. | 2  | o. | 13 |
2. a, c, e, f
3. a, b, d, f
4. 

|    |        |
|----|--------|
| a. | Errors |
| b. | Cashes |
| c. | House  |
| d. | Cash   |
| e. | Prices |
5. b, c, d
6. 

|    |                                                             |
|----|-------------------------------------------------------------|
| a. | Total the guest's bill.                                     |
| b. | Find the amount on the tax table.                           |
| c. | Add amount on tax table to food total for total amount due. |
7. Any four of the following:

|    |                  |
|----|------------------|
| a. | VISA             |
| b. | American Express |
| c. | Mastercard       |
| d. | Diner's Card     |
| e. | Carte Blanche    |
| f. | Discover         |
8. 

|    |                  |
|----|------------------|
| a. | Ink              |
| b. | Signed and dated |
| c. | Phone number     |
| d. | Amount           |
9. a, c
10. 

|    |   |    |   |
|----|---|----|---|
| a. | 6 | d. | 3 |
| b. | 5 | e. | 1 |
| c. | 2 | f. | 4 |

### Answers to Written Test

11.
  - a. Hairlines
  - b. Points
  - c. Border
  - d. Poorly spaced
  - e. Color
  - f. Stiff
12. Any two of the following:
  - a. Cheats cashier by using confusion or distraction
  - b. Interrupts the cashier while making change and asks for change in a different denomination
  - c. Rushes the cashier and also may want to purchase something from the display counter
13. a, b
14. Explanation may be in student's own words, but should address points from the following:
  - a. Split bill method—Separating two different bill denominations by a special process, then interchanging the sides of the two bills to create two large denomination bills
  - b. Marked bill method—Placing the same identifying marks, such as torn corners or ink spots, on a small and large denomination bill, then changing bills for food items by using large bill first, and following later with another purchase using the smaller bill and arguing with the cashier that the larger bill was given; individual is able to identify larger bill by mark and cashier is manipulated into giving incorrect change
15.
  - a. Both sides
  - b. Unusual markings
  - c. Correct amount
  - d. Marked bill

## Cashiering Unit 13

### Written Test

Name \_\_\_\_\_

Score \_\_\_\_\_

1. Match terms on the right with their correct definitions.

- |          |                                                                                                                                                  |                        |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| _____ a. | Check given by the guest to pay for meal                                                                                                         | 1. Balance             |
| _____ b. | Makes change automatically when the proper keys are pushed                                                                                       | 2. Compute             |
| _____ c. | To handle by an artful or unfair method to deceive                                                                                               | 3. Sales tax           |
| _____ d. | Value or size of a piece of money                                                                                                                | 4. Tactful             |
| _____ e. | A certain percent of the total bill                                                                                                              | 5. Denomination        |
| _____ f. | A business deal in which satisfactory exchanges are made                                                                                         | 6. Personal check      |
| _____ g. | Being thoughtful and courteous of others' feelings in handling various situations                                                                | 7. Manipulate          |
| _____ h. | Money made by an individual but not approved by the U.S. government                                                                              | 8. Traveler's check    |
| _____ i. | To total cash on hand and amounts on sales receipts at the end of the day and have both totals reflect the same amount                           | 9. Credit card         |
| _____ j. | Figure a check or amount                                                                                                                         | 10. Change maker       |
| _____ k. | A special form of check which must be signed when it is obtained at the bank and then again when the person uses it to pay for goods or services | 11. Counterfeit bill   |
| _____ l. | A person who is an expert in cheating the cashier by confusion and distraction                                                                   | 12. Change bank        |
|          |                                                                                                                                                  | 13. Serial numbers     |
|          |                                                                                                                                                  | 14. Shortchange artist |
|          |                                                                                                                                                  | 15. Transaction        |

### Written Test

- \_\_\_\_\_m. Amount of money put in the cash register at the start of the day or shift
  - \_\_\_\_\_n. A card allowing a guest to charge or delay payment on purchases made
  - \_\_\_\_\_o. Numbers on bills which identify them
2. Select true statements concerning proper work attitudes by placing an "X" in the appropriate blanks.
- \_\_\_\_\_a. Be courteous and considerate.
  - \_\_\_\_\_b. Show deceit in dealing with the guest and employers.
  - \_\_\_\_\_c. Be tactful and thoughtful when speaking to guests.
  - \_\_\_\_\_d. Be pleasant unless the guest is unpleasant.
  - \_\_\_\_\_e. Learn to mix speed and accuracy on the job.
  - \_\_\_\_\_f. Show pride in your work.
3. Select true statements concerning proper appearance for a cashier.
- \_\_\_\_\_a. Be clean and neat.
  - \_\_\_\_\_b. Keep fingernails well-manicured.
  - \_\_\_\_\_c. Wear flashy clothing, jewelry, or nail polish.
  - \_\_\_\_\_d. Wear a friendly smile.
  - \_\_\_\_\_e. Be alert most of the time.
  - \_\_\_\_\_f. Use good posture instead of looking tired and droopy.

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### Written Test

4. Complete the following statements concerning duties and responsibilities of a cashier by circling the correct words.
- a. Checks the waiters'/waitresses' tickets for (neatness, errors)
  - b. Makes change, (approves, cashes) checks, and issues receipts or tickets to guest
  - c. Obtains proper verification of checks and credit cards according to (house, personal) policy
  - d. Reads and records totals shown on cash register tape and verifies against (cash, tickets) on hand
  - e. May be required to know (prices, recipes) and features of menu
5. Select true statements concerning ways to handle guest complaints by placing an "X" in the appropriate blanks.
- \_\_\_\_\_ a. Flatter the guest.
  - \_\_\_\_\_ b. Apologize for any inconvenience.
  - \_\_\_\_\_ c. Do not argue.
  - \_\_\_\_\_ d. Thank the guest for bringing the matter to your attention.
  - \_\_\_\_\_ e. Ignore the guest when you think you cannot handle the situation.
6. List three steps in using a tax table.
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
7. List four commonly used credit cards.
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_

### Written Test

8. Complete the following statements concerning characteristics of a check by circling the correct words.
- a. Check should be written in (pencil, ink)
  - b. Check should be properly (signed and dated, initialed)
  - c. Address and (social security number, phone number) of guest should appear on check
  - d. (Amount, Date) of check should be clearly written in numbers and words
9. Select true statements concerning general rules for cashing checks by placing an "X" in the appropriate blanks.
- \_\_\_\_\_ a. Be familiar with restaurant policy.
  - \_\_\_\_\_ b. Demand proper identification.
  - \_\_\_\_\_ c. Do not accept checks marked **"For deposit only."**
  - \_\_\_\_\_ d. It is all right to accept checks with the company name typed rather than printed on the front.
  - \_\_\_\_\_ e. Initial any corrections that are made on the check.
10. Match common denominations on the right with their correct pictures.
- |                     |          |
|---------------------|----------|
| _____ a. Hamilton   | 1. \$5   |
| _____ b. Grant      | 2. \$1   |
| _____ c. Washington | 3. \$20  |
| _____ d. Jackson    | 4. \$100 |
| _____ e. Lincoln    | 5. \$50  |
| _____ f. Franklin   | 6. \$10  |

### Written Test

11. Complete the following list of ways to detect counterfeit bills.
- a. (Hairlines, Faces) on portraits may blend into the background.
  - b. (Numbers, Points) around the colored seal may not be clear and sharp.
  - c. Crisscross lines on the (border, denomination) are often not clear and distinct.
  - d. Serial numbers may be out of line, (poorly spaced, missing numbers) or printed too light or dark
  - e. The (colors, sharpness) of a bill may be too light or dark
  - f. Bills will often appear to be too clean, (smooth, stiff) or thick
12. List two common practices of a shortchange artist.
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
13. Select true statements concerning ways to avoid the shortchange artist by placing an "X" in the appropriate blanks.
- \_\_\_\_\_ a. Ask a guest to wait and then finish the transaction to avoid being confused and distracted.
  - \_\_\_\_\_ b. Have the guest's money in your hand before giving any change even if the guest asks for change several times.
  - \_\_\_\_\_ c. Never call out loud the denomination of the bill the guest hands you.
  - \_\_\_\_\_ d. Leave the cash drawer open and contact the counter attendant if total confusion occurs.
14. Explain two methods of money manipulation.
- a. Split bill method— \_\_\_\_\_  
\_\_\_\_\_
  - b. Marked bill method— \_\_\_\_\_  
\_\_\_\_\_

### Written Test

15. Complete the following list of ways to prevent money manipulation.
- a. Examine (both sides, serial number) of a bill.
  - b. Look for (consistent, unusual) markings.
  - c. Do not place money in the cash drawer until the guest has indicated (correct amount, receipt)
  - d. Place any (large bill, marked bill) under the cash drawer tray.

\*Permission to duplicate this test is granted.

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**Cashiering  
Unit 13**

**Unit Evaluation Form**

Student Name \_\_\_\_\_ Unit Rating \_\_\_\_\_

Assignment Sheet 1—Set Up a Cash Drawer Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Assignment Sheet 2—Balance and Total a Cash Drawer Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Assignment Sheet 3—Count Change Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 1—Take Cash and Make Change Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Job Sheet 2—Process a Credit Card Sale Rating \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Written Test Scores**

Pretest \_\_\_\_\_ Posttest \_\_\_\_\_ Other \_\_\_\_\_

Other \_\_\_\_\_  
\_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

\*Permission to duplicate this form is granted.

# Change Bank

|             |              |           |            |           |
|-------------|--------------|-----------|------------|-----------|
| Fifty<br>\$ | Twenty<br>\$ | Ten<br>\$ | Five<br>\$ | One<br>\$ |
| .50         | .25          | .10       | .05        | .01       |

## Cashiering Unit 13

### Information Sheet

#### 1. Terms and definitions

- a. **Balance** — To total cash on hand and amounts on sales receipts at the end of the day and have both totals reflect the same amount
- b. **Change bank** — Amount of money put in the cash register at the start of the day or shift
- c. **Change maker** — Makes change automatically when the proper keys are pushed
- d. **Compute** — Figure a check or amount
- e. **Counterfeit bill** — Money made by an individual but not approved by the U.S. government
- f. **Credit card** — A card allowing a guest to charge or delay payment on purchases made
- g. **Denomination** — Value or size of a piece of money
- h. **Manipulate** — To handle by an artful or unfair method to deceive
- i. **Personal check** — Check given by the guest to pay for meal
- j. **Sales tax** — A certain percent of the total bill
- k. **Serial numbers** — Numbers on bills which identify them
- l. **Shortchange artist** — A person who is an expert in cheating the cashier by confusion and distraction
- m. **Tactful** — Being thoughtful and courteous of others' feelings in handling various situations
- n. **Transaction** — A business deal in which satisfactory exchanges are made
- o. **Traveler's check** — A special form of check which must be signed when it is obtained at the bank and then again when the person uses it to pay for goods or services

### Information Sheet

#### 2. Ways to display proper work attitudes

Note: The cashier is the last person the guest sees before leaving the restaurant. Make sure it is a good lasting impression.

- a. Be courteous and considerate.
- b. Show honesty in dealing with the guest and employers.
- c. Be tactful and thoughtful when speaking to guests.
- d. Be pleasant at all times, even when the guest is unpleasant.
- e. Learn to mix speed and accuracy on the job.
- f. Thank the guest and ask if the meal was all right.
- g. Show pride in your work.

#### 3. Proper appearance for a cashier

Note: How you look is as important as how you act in leaving a good impression with the guest.

- a. Be clean and neat.
- b. Keep fingernails well-manicured.
- c. Avoid flashy clothing, jewelry, or nail polish.
- d. Wear a friendly smile.

Note: This will help make the guest feel relaxed.

- e. Be alert at all times.

Note: The cashier can usually be seen by the guests at all times.

- f. Use good posture instead of looking tired and droopy.

### Information Sheet

#### 4. Duties and responsibilities of a cashier

- a. Sets up cash register or cash box
- b. Receives cash from guest or employees in payment for goods or services and records amount received
- c. Checks the waiters'/waitresses' tickets for errors
- d. Computes bill or itemized guest check showing amount due, using adding machine or cash register
- e. Makes change, cashes checks, and issues receipts or tickets to guest
- f. Obtains proper verification of checks and credit cards according to house policy
- g. Records amounts received and prepare reports of transactions
- h. Reads and records totals shown on cash register tape and verifies against cash on hand
- i. Sorts cash and charge tickets, and then files them
- j. May be required to know prices and features of menu

Note: Combination of meal choices may reflect differences in prices.

- k. May sell candy, cigarettes, gum, gift certificates, and a range of various promotional items

#### 5. Ways to handle guest complaints

- a. Listen to the guest.
- b. Apologize for any inconvenience.
- c. Do not argue.
- d. Thank the guest for bringing the matter to your attention.
- e. Call the manager when you think you cannot handle the situation.

## Information Sheet

## 6. Steps in using a tax table

- a. Total the guest's bill.
- b. Find the amount on the tax table.

Note: The amount of tax to charge is in the right column next to the total amount. The tax table below is based on 7% sales tax.

| 7%                 |      |                |      | 4.5% State Sales Tax<br>+ 2.5% City/County Tax |      |                |      |
|--------------------|------|----------------|------|------------------------------------------------|------|----------------|------|
| Sales<br>Up To     | Tax  | Sales<br>Up To | Tax  | Sales<br>Up To                                 | Tax  | Sales<br>Up To | Tax  |
| \$0.07             | 0.00 | 2.64           | 0.18 | 5.21                                           | 0.36 | 7.78           | 0.54 |
| 0.21               | 0.01 | 2.78           | 0.19 | 5.35                                           | 0.37 | 7.92           | 0.55 |
| 0.35               | 0.02 | 2.92           | 0.20 | 5.49                                           | 0.38 | 8.07           | 0.56 |
| 0.49               | 0.03 | 3.07           | 0.21 | 5.64                                           | 0.39 | 8.21           | 0.57 |
| 0.64               | 0.04 | 3.21           | 0.22 | 5.78                                           | 0.40 | 8.35           | 0.58 |
| 0.78               | 0.05 | 3.35           | 0.23 | 5.92                                           | 0.41 | 8.49           | 0.59 |
| 0.92               | 0.06 | 3.49           | 0.24 | 6.07                                           | 0.42 | 8.64           | 0.60 |
| 1.07               | 0.07 | 3.64           | 0.25 | 6.21                                           | 0.43 | 8.78           | 0.61 |
| 1.21               | 0.08 | 3.78           | 0.26 | 6.35                                           | 0.44 | 8.92           | 0.62 |
| 1.35               | 0.09 | 3.92           | 0.27 | 6.49                                           | 0.45 | 9.07           | 0.63 |
| 1.49               | 0.10 | 4.07           | 0.28 | 6.64                                           | 0.46 | 9.21           | 0.64 |
| 1.64               | 0.11 | 4.21           | 0.29 | 6.78                                           | 0.47 | 9.35           | 0.65 |
| 1.78               | 0.12 | 4.35           | 0.30 | 6.92                                           | 0.48 | 9.49           | 0.66 |
| 1.92               | 0.13 | 4.49           | 0.31 | 7.07                                           | 0.49 | 9.64           | 0.67 |
| 2.07               | 0.14 | 4.64           | 0.32 | 7.21                                           | 0.50 | 9.78           | 0.68 |
| 2.21               | 0.15 | 4.78           | 0.33 | 7.35                                           | 0.51 | 9.92           | 0.69 |
| 2.35               | 0.16 | 4.92           | 0.34 | 7.49                                           | 0.52 |                |      |
| 2.49               | 0.17 | 5.07           | 0.35 | 7.64                                           | 0.53 |                |      |
| SALES OVER \$10.00 |      |                |      | HOW TO FIGURE THE TAX:                         |      |                |      |
| Amount             | Tax  | Amount         | Tax  | Example: Sale is \$55.43                       |      |                |      |
| \$10.00            | 0.70 | \$ 60.00       | 4.20 | Tax on \$50.00      \$3.50                     |      |                |      |
| \$20.00            | 1.40 | \$ 70.00       | 4.90 | Tax on \$ 5.43      0.38                       |      |                |      |
| \$30.00            | 2.10 | \$ 80.00       | 5.60 | Total Tax            \$3.88                    |      |                |      |
| \$40.00            | 2.80 | \$ 90.00       | 6.30 |                                                |      |                |      |
| \$50.00            | 3.50 | \$100.00       | 7.00 |                                                |      |                |      |

- c. Add amount on tax table to food total for total amount due.

|          |                   |   |                |
|----------|-------------------|---|----------------|
| Example: | Food total        | — | \$40.00        |
|          | Sales tax         | — | <u>\$ 2.80</u> |
|          | Total amounts due | — | \$42.80        |

## Information Sheet

## 7. Commonly used credit cards

Note: Many restaurants do not honor all credit cards. Find out from the manager which ones are acceptable. Acceptable credit cards may be displayed on the door or at the cash register.

- a. VISA
- b. American Express
- c. Mastercard
- d. Diner's Card
- e. Carte Blanche
- f. Discover

## 8. Characteristics of a check

- a. Check should be written in ink
- b. Check should be properly dated
- c. Check should be properly signed
- d. Address and phone number of guest should appear on check
- e. Amount of check should be clearly written in numbers and words

Example:

|                                                            |                    |                                                               |
|------------------------------------------------------------|--------------------|---------------------------------------------------------------|
| John Smith<br>2703 Pine St. 886-7111<br>Commerce, TX 75428 |                    | 175                                                           |
| PAY TO THE<br>ORDER OF                                     | <u>Red Lobster</u> | <u>10-15</u> 19 <u>82</u> <sup>88 2398</sup> / <sub>119</sub> |
|                                                            |                    | \$ <u>3.00</u>                                                |
| <u>Thirty-three and no/100</u>                             |                    | DOLLARS                                                       |
| HOME TOWN BANK<br>Your Town, Texas                         |                    |                                                               |
| MEMO                                                       | <u>dinner</u>      | <u>John Smith</u>                                             |
| ⑆103101440⑆ 586 5⑈                                         |                    |                                                               |



### Information Sheet

#### 9. General rules for cashing checks

- a. Be familiar with restaurant policy.

Examples: Limits on the amount, out-of-town, two-party, company payroll

- b. Ask for proper identification courteously.

Note: Some restaurants require more than one form of identification.

- c. Do not accept checks marked "**For deposit only.**"

- d. Do not accept checks without the account number on it or with an altered account number.

- e. Do not accept checks with the company name typed rather than printed on the front.

- f. Have guest initial any corrections that are made on the check.

Note: For traveler's checks, have the guest sign the check in your presence. Compare the signature with the signature made at the time the check was purchased at the bank.

#### 10. Common denominations and their pictures

- a. \$1 — Washington
- b. \$5 — Lincoln
- c. \$10 — Hamilton
- d. \$20 — Jackson
- e. \$50 — Grant
- f. \$100 — Franklin



## Information Sheet

### 11. Ways to detect counterfeit bills

Note: Some restaurants may hold the cashier responsible for accepting counterfeit money.

- a. Hairlines on portraits may blend into the background.
- b. Points around the colored seal may not be clear and sharp.
- c. Crisscross lines on the border are often not clear and distinct.
- d. Serial numbers may be out of line, poorly spaced, or printed too light or dark
- e. The colors of a bill may be too light or dark
- f. Bills will often appear to be too clean, stiff, or thick
- g. Compare any unusual bill to another bill of the same denomination.

### 12. Common practices of a shortchange artist

- a. Cheats cashier by using confusion or distraction
- b. Interrupts the cashier while making change and asks for change in a different denomination
- c. Rushes the cashier and also may want to purchase something from the display counter

Example: The cashier may be given a bill for payment after the change has been returned. The guest may then change a combination of bills and coins to a lesser amount and then ask for his bill to be returned as the lesser change is handed back to the cashier. During the exchange the cashier is cheated.

### 13. Ways to avoid the shortchange artist

- a. Ask a guest to wait and then finish the transaction to avoid being confused and distracted.
- b. Have the guest's money in your hand before giving any change even if the guest asks for change several times.
- c. Always call out loud the denomination of the bill the guest hands you.
- d. Record denomination of bill the guest hands you on guest check.
- e. Close cash drawer and contact the counter attendant if total confusion occurs.

## Information Sheet

## 14. Methods of money manipulation

- a. Split bill method—Separating two different bill denominations by a special process, then interchanging the sides of the two bills to create two large denomination bills

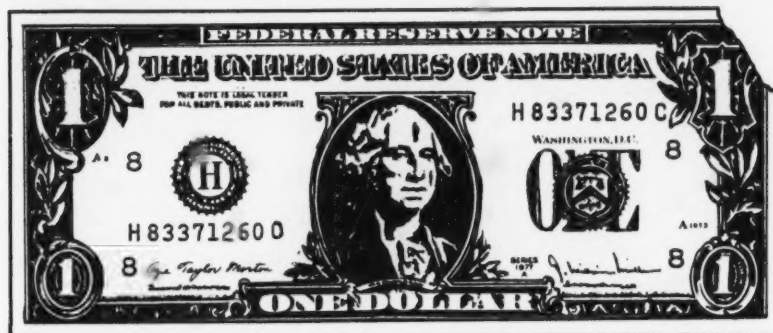
Example: A \$1 bill and \$10 bill are separated producing two bills, each have a ten side and a one side; the manipulator will pass the two changed bills which were worth \$11 for \$20 of food



Note: Another method is to cut bills in half and attach the right half of a large bill to the left half of a small bill. The bills are then passed with a stack of the larger bills.

### Information Sheet

- b. **Marked bill method**—Placing the same identifying marks, such as torn corners or ink spots, on a small and large denomination bill, then changing bills for food items by using large bill first, and following later with another purchase using the smaller bill and arguing with the cashier that the larger bill was given; individual is able to identify larger bill by mark and cashier is manipulated into giving incorrect change



**Example:** A person buys a hamburger that costs \$1.50 with a \$10 bill which is marked by a torn corner in the upper right hand side of the bill. The person receives the change and leaves. The partner then comes along and buys a soft drink and chips and pays with a dollar bill and then argues that it was a \$10 bill given to the cashier. The manipulator proves it by identifying the torn corner on the bill. The cashier looks into the cash drawer, finds the bill that meets the description, and gives the second manipulator \$9 more in change.

#### 15. Ways to prevent money manipulation

- a. Examine both sides of a bill.
- b. Look for unusual markings.
- c. Casually or humorously let the person know you found a marking on the bill.
- d. Do not place money in the cash drawer until the guest has indicated correct amount
- e. Place any marked bill under the cash drawer tray.

# **Cashiering** **Unit 13**

## **Assignment Sheet 1—Set Up a Cash Drawer**

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

| <b>Evaluation criteria</b>      | <b>Rating</b> |
|---------------------------------|---------------|
| Sorted into like denominations  | _____         |
| Correct tray compartments       | _____         |
| Correct direction of bill faces | _____         |
| Accurate totals                 | _____         |

Directions: Your instructor will provide you with a cash drawer and a specific amount of money in all denominations. Assume that you are a cashier, and set up the drawer as you would for the start of a day.

**A. Count and place coins.**

1. Sort coins into like denominations.
2. Add and record totals for each denomination.

|                    |       |
|--------------------|-------|
| Pennies            | _____ |
| Nickels            | _____ |
| Dimes              | _____ |
| Quarters           | _____ |
| Half dollars       | _____ |
| <b>Total Coins</b> | _____ |

### Assignment Sheet 1

3. Place coins in drawer compartments as indicated in Figure 1

Figure 1

|             |              |           |            |           |
|-------------|--------------|-----------|------------|-----------|
| Fifty<br>\$ | Twenty<br>\$ | Ten<br>\$ | Five<br>\$ | One<br>\$ |
| .50         | .25          | .10       | .05        | .01       |

B. Count and place bills.

1. Sort the bills into like denominations, portrait side up and portraits facing the same direction.

Note: It is easier to keep track of your transactions when the bills are uniformly stacked.

2. Add and record totals for each denomination.

Fifty \_\_\_\_\_

Twenty \_\_\_\_\_

Ten \_\_\_\_\_

Five \_\_\_\_\_

One \_\_\_\_\_

**Total Bills =** \_\_\_\_\_

3. Place the bills in their correct compartments in the cash drawer as indicated in Figure 1.

**Assignment Sheet 1****C. Total change bank.**

1. Add coin and bill totals to find the total amount of currency in the change bank.

Coin total = \_\_\_\_\_

Bill total = \_\_\_\_\_

**TOTAL BANK** = \_\_\_\_\_

2. Check to see that your total tallies with the amount the instructor gave you.

# **Cashiering** **Unit 13**

## **Assignment Sheet 2—Balance and Total a Cash Drawer**

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

| <b>Evaluation criteria</b> | <b>Rating</b> |
|----------------------------|---------------|
| Accurate totals            | _____         |
| Drawer balanced            | _____         |

Directions: Use the information below and the balance sheet on the following page to balance and total a cash drawer.

- A. The original change bank was \$100.
- B. The cash drawer now contains the following:

| <u>Coins</u>     | <u>Bills</u> |
|------------------|--------------|
| • 43 Pennies     | • 16 Ones    |
| • 46 Nickels     | • 12 Fives   |
| • 38 Dimes       | • 5 Tens     |
| • 57 Quarters    | • 2 Twenties |
| • 5 Half dollars |              |

- C. Your cash receipts are as follows:

- \$ 6.47
- 8.68
- 27.89
- 14.27
- 12.97
- 1.29
- 72.65
- 7.66
- 15.54
- 15.54
- 6.32

**Assignment Sheet 2**

D. You have taken checks for the following amounts:

- \$23.87
- 16.39
- 54.12
- 10.72
- 48.08

E. You have credit card receipts for the following amounts:

- \$84.17
- 54.90
- 23.03



## Assignment Sheet 2

## BALANCE SHEET

Original Change Bank \$ \_\_\_\_\_

Cash in drawer:

Coins

Half dollars \$ \_\_\_\_\_  
 Quarters \_\_\_\_\_  
 Dimes \_\_\_\_\_  
 Nickels \_\_\_\_\_  
 Pennies \_\_\_\_\_

Total Coin = \$ \_\_\_\_\_

Bills

Fifties \$ \_\_\_\_\_  
 Twenties \_\_\_\_\_  
 Tens \_\_\_\_\_  
 Fives \_\_\_\_\_  
 Ones \_\_\_\_\_

Total Bills = \$ \_\_\_\_\_

Total Cash Drawer \$ \_\_\_\_\_

Change Bank -\$ \_\_\_\_\_

TOTAL CASH SALES \$ \_\_\_\_\_

TOTAL CASH RECEIPTS \$ \_\_\_\_\_

} The cash drawer is balanced when  
 these two figures are the same.

Check Amounts

\$ \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Total \$ \_\_\_\_\_

Credit Card Amounts

\$ \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Total \$ \_\_\_\_\_

Total Cash Sales \$ \_\_\_\_\_

Total Check Sales +\$ \_\_\_\_\_

Total Credit Card  
 Sales +\$ \_\_\_\_\_

TOTAL SALES \$ \_\_\_\_\_

# Cashiering Unit 13

## Assignment Sheet 3—Count Change

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criterion        | Rating |
|-----------------------------|--------|
| Correct selection of change | _____  |

Directions: Use the fewest number of coins and bills to record the correct amount of change for each sale listed below.

Example:

| Sales No. | Amount of Sale | Amount Received | Coins |    |     |     |     | Bills |     |      |
|-----------|----------------|-----------------|-------|----|-----|-----|-----|-------|-----|------|
|           |                |                 | 1¢    | 5¢ | 10¢ | 25¢ | 50¢ | \$1   | \$5 | \$10 |
| A.        | \$ 1.98        | \$5.00          | 2     |    |     |     |     | 3     |     |      |

| Sales No. | Amount of Sale | Amount Received | Coins |    |     |     |     | Bills |     |      |
|-----------|----------------|-----------------|-------|----|-----|-----|-----|-------|-----|------|
|           |                |                 | 1¢    | 5¢ | 10¢ | 25¢ | 50¢ | \$1   | \$5 | \$10 |
| 1.        | \$ 9.15        | \$20.15         |       |    |     |     |     |       |     |      |
| 2.        | 24.95          | 50.00           |       |    |     |     |     |       |     |      |
| 3.        | 12.40          | 15.00           |       |    |     |     |     |       |     |      |
| 4.        | 32.41          | 40.00           |       |    |     |     |     |       |     |      |
| 5.        | 15.25          | 20.25           |       |    |     |     |     |       |     |      |
| 6.        | 27.80          | 30.00           |       |    |     |     |     |       |     |      |
| 7.        | 8.12           | 10.00           |       |    |     |     |     |       |     |      |
| 8.        | 13.00          | 20.00           |       |    |     |     |     |       |     |      |
| 9.        | 18.21          | 20.00           |       |    |     |     |     |       |     |      |
| 10.       | 14.67          | 20.00           |       |    |     |     |     |       |     |      |

## Cashiering Unit 13

### Job Sheet 1—Take Cash and Make Change

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria            | Rating |
|--------------------------------|--------|
| Accuracy                       | _____  |
| Speed                          | _____  |
| Pleasantness (smiling, polite) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment and materials**

Cash register  
Change bank  
Guest checks (food bills)

Note: Cut out and use those guest checks at the end of the job sheet. The "guests" should look at the bottom right corner of the guest check to determine what denominations of money they are to use as payment.

**B. Procedure**

1. Ask three classmates to act as guests, and have each choose a guest ticket.
- ☐ 2. Smile and take Guest Check 1 and the payment.
- ☐ 3. Review the ticket for errors in price or addition.
- ☐ 4. Look at the guest and state the amounts of the guest check and money.

Example: "That will be five forty-six out of ten."

## Job Sheet 1

- ☐ 5. Place the guest check and the payment money on the ledge above the cash register drawer or to one side of the register.

Note: The cashier should never put the payment in the drawer and then try to make change. During rush periods, guests may question the denominations given ("But I gave you a twenty and you've only given me change for a ten."), and the cashier may not be able to remember the denomination if it has already been put in the drawer.

- ☐ 6. Record the sale on the cash register.
- ☐ 7. Count out the correct change from the drawer.

Note: Many registers today compute the change for the cashier; nonetheless, the cashier should be able to rapidly compute the amount of change without the aid of pencil or paper.

- ☐ 8. Hand back the change (bills face up) while counting it back to the customer out loud, beginning with the amount of the ticket.

Example: "That will be five forty-six, five forty-seven, five forty-eight, five forty-nine, five fifty, six dollars, and seven, eight, nine, and ten dollars. Thank you and come again."

- ☐ 9. Record the type of transaction on the guest check (cash, check, credit card), abbreviating credit card to "CC" for convenience.
- ☐ 10. Place the payment into the proper compartment(s) in the cash drawer, and shut the drawer.
- ☐ 11. File the guest check (ticket).
- ☐ 12. Repeat this procedure for the other two guests.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Job Sheet 1

Guest Check 1



# The Diplomat



**"HOUSE OF INTERNATIONAL CUISINE"**

476 East 51st Street  
Anytown, USA

| Server                                                                                                                                     | Table No. | Guests                                                                                       | Date |               |              |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------|------|---------------|--------------|
| <i>SW</i>                                                                                                                                  | <i>2</i>  | <i>4</i>                                                                                     |      | <i>107391</i> |              |
| 1                                                                                                                                          | 1         | Fr Chk/B pot, gr bn                                                                          |      | 7.65          |              |
| 2                                                                                                                                          | 1         | B Chk/Ag. pot, cm                                                                            |      | 7.65          |              |
| 3                                                                                                                                          | 1         | NY Stk/r, B pot                                                                              |      | 10.85         |              |
| 4                                                                                                                                          | 1         | Spag/clm sauce                                                                               |      | 6.50          |              |
| 5                                                                                                                                          |           |                                                                                              |      |               |              |
| 6                                                                                                                                          | 4         | sal/Rnch                                                                                     |      | —             |              |
| 7                                                                                                                                          |           |                                                                                              |      |               |              |
| 8                                                                                                                                          | 1         | Ches ck                                                                                      |      | 3.00          |              |
| 9                                                                                                                                          | 1         | Choc. ck                                                                                     |      | 1.85          |              |
| 10                                                                                                                                         |           |                                                                                              |      |               |              |
| 11                                                                                                                                         |           |                                                                                              |      |               |              |
| 12                                                                                                                                         |           |                                                                                              |      |               |              |
| 13                                                                                                                                         |           |                                                                                              |      |               |              |
| 14                                                                                                                                         | 4         | <input checked="" type="radio"/> Coffee <input type="radio"/> Tea <input type="radio"/> Milk |      | 3.00          |              |
| <div style="border: 2px solid black; padding: 10px; display: inline-block;"> <p style="font-size: 1.2em; margin: 0;">Thank You!</p> </div> |           |                                                                                              |      | FOOD          | 40.50        |
|                                                                                                                                            |           |                                                                                              |      | BEVERAGE      | —            |
|                                                                                                                                            |           |                                                                                              |      | SUB TOTAL     | 40.50        |
|                                                                                                                                            |           |                                                                                              |      | TAX           | 2.83         |
|                                                                                                                                            |           |                                                                                              |      | <b>TOTAL</b>  | <b>43.33</b> |

## Job Sheet 1

Guest Check 2



# The Diplomat



"HOUSE OF INTERNATIONAL CUISINE"

476 East 51st Street  
Anytown, USA

| Server                                                                                                                     | Table No. | Guests              | Date |           |       |
|----------------------------------------------------------------------------------------------------------------------------|-----------|---------------------|------|-----------|-------|
| SW                                                                                                                         | 6         | 2                   |      | 107392    |       |
| 1                                                                                                                          | 1         | BLT, FF             |      | 5.35      |       |
| 2                                                                                                                          | 1         | Fr. Chk/FF          |      | 7.65      |       |
| 3                                                                                                                          |           | Sal/1000            |      |           |       |
| 4                                                                                                                          |           |                     |      |           |       |
| 5                                                                                                                          |           |                     |      |           |       |
| 6                                                                                                                          |           |                     |      |           |       |
| 7                                                                                                                          |           |                     |      |           |       |
| 8                                                                                                                          | 1         | Lem mer pie         |      | 2.20      |       |
| 9                                                                                                                          | 1         | Straw ice cr        |      | 1.35      |       |
| 10                                                                                                                         |           |                     |      |           |       |
| 11                                                                                                                         |           |                     |      |           |       |
| 12                                                                                                                         |           |                     |      |           |       |
| 13                                                                                                                         |           |                     |      |           |       |
| 14                                                                                                                         |           | Coffee 1 Tea 1 Milk |      | 1.50      |       |
| <div style="border: 2px solid black; padding: 10px; display: inline-block;"> <h2 style="margin: 0;">Thank You!</h2> </div> |           |                     |      | FOOD      | 18.05 |
|                                                                                                                            |           |                     |      | BEVERAGE  |       |
|                                                                                                                            |           |                     |      | SUB TOTAL | 18.05 |
|                                                                                                                            |           |                     |      | TAX       | 1.26  |
|                                                                                                                            |           |                     |      | TOTAL     | 19.31 |

## Job Sheet 1

Guest Check 3



# The Diplomat



"HOUSE OF INTERNATIONAL CUISINE"

476 East 51st Street  
Anytown, USA

| Server | Table No. | Guests          | Date |        |
|--------|-----------|-----------------|------|--------|
| SW     | 5         | 1               |      | 107393 |
| 1      | 1         | Sh cck          |      | 6.85   |
| 2      | 1         | FO soup         |      | 3.20   |
| 3      | 1         | Rst Bf / MW     |      | 14.00  |
| 4      |           | Bk pot          |      |        |
| 5      |           | Gr bn           |      |        |
| 6      |           | Spin Sal / It   |      |        |
| 7      |           |                 |      |        |
| 8      | 1         | Rasp torte      |      | 4.85   |
| 9      |           |                 |      |        |
| 10     |           |                 |      |        |
| 11     |           |                 |      |        |
| 12     |           |                 |      |        |
| 13     |           |                 |      |        |
| 14     |           | 1 <u>Coffee</u> | Tea  | Milk   |
|        |           |                 |      | .75    |

Thank You!

|           |       |
|-----------|-------|
| FOOD      | 29.65 |
| BEVERAGE  | 4.50  |
| SUB TOTAL | 34.15 |
| TAX       | 2.39  |
| TOTAL     | 36.54 |

## Cashiering Unit 13

### Job Sheet 2—Process a Credit Card Sale

Name \_\_\_\_\_ Attempt Number \_\_\_\_\_

Date \_\_\_\_\_ Overall Rating \_\_\_\_\_

| Evaluation criteria                             | Rating |
|-------------------------------------------------|--------|
| Completeness                                    | _____  |
| Accuracy                                        | _____  |
| Speed                                           | _____  |
| Neatness                                        | _____  |
| Smoothness of procedure (performed from memory) | _____  |

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

**A. Equipment and materials**

Credit cards  
Imprinter  
Sales drafts  
Pen  
Warning bulletin  
Bank authorization machine

**B. Procedure**

Note: Assume that your restaurant accepts Master Card, Visa, American Express, and Diner's Club credit cards.

**1. Check the card.**

- ☐ a. Check to see that it is a card your restaurant accepts.
- ☐ b. Check to see that the card has not expired.
- ☐ c. Check to see that the card has been signed.
- ☐ d. Check for signs of mutilation or alteration.



## Job Sheet 2

- ☐ 2. *If the card is acceptable, continue with the procedures; if the card is not acceptable, politely inform the customer and follow your establishment's policies for handling the situation.*
- ☐ 3. If your establishment has a bank authorization machine, slide the card, signature facing you, through it, reading the digital window for instructions and entering the amount of sale from the guest check.

OR

If your establishment does not have a bank authorization machine, check the warning bulletins to see that the card is not listed.

Note: If the bank authorization machine reads "Not authorized" or the card is listed on the warning bulletin, follow your establishment's policies for this situation.

- 4. Imprint the card onto a sales draft.

- ☐ a. Prepare the imprinter for the transaction.

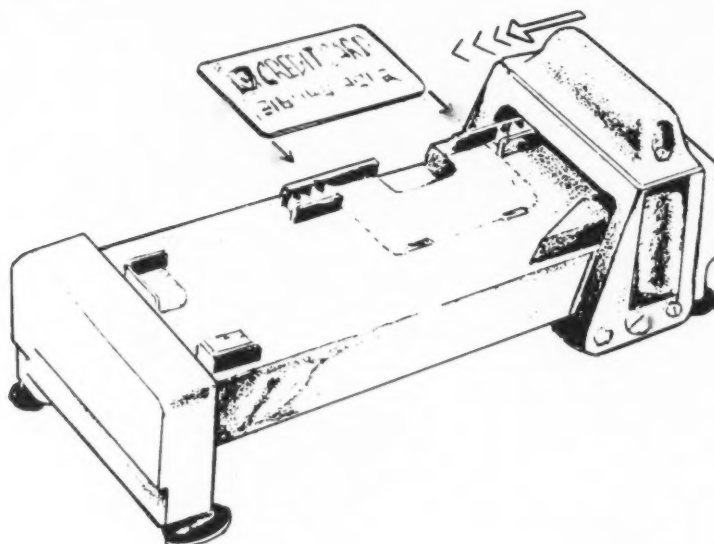
Note: Some credit card imprinters, imprint the total amount of the transaction. The cashier must dial the amounts before imprinting the card. Other imprinters mark the date. Be sure that the date is correct before using the imprinter.

- ☐ b. Place the credit card in the imprinter face up.
- ☐ c. Place the sales draft, face up, on top of the card.
- ☐ d. Push the imprinter handle all the way across the sales draft and slide it back again.

Note: As the bar presses down on the sales draft and the card, the raised letters on the card are transferred onto the draft through two layers of carbon paper. The sales draft should look similar to the one shown in Figure 1.

## Job Sheet 2

Figure 1



5. Remove the sales draft and check the imprint.
  - ☐ a. Compare the sales draft to the credit card to be sure that the customer's name, account number, and expiration date show legibly and completely.
  - ☐ b. Check to see that other imprinter information such as restaurant name and member number show.
6. Fill in the sales draft.
  - ☐ a. Place an "X" on the type of credit card if appropriate.
  - ☐ b. Write in the bank authorization number in the "Authorization" block just as it appears on the digital window of the bank authorization machine, if used; if not used, initial the authorization block.
  - ☐ c. Write in the date, unless it was imprinted by the imprinter.
  - ☐ d. Describe the merchandise or service rendered on the lines provided.
  - ☐ e. Write in the price of each item.
  - ☐ f. Calculate and write in the sales tax (from tax chart or cash register if computed by register).

## Job Sheet 2

- ☐ g. Total the amounts.
- ☐ 7. Obtain card holder's signature on sales draft.
- ☐ 8. Compare the signature on the credit card with that on the sales draft.
- Note: If the signature or names do not compare, follow your establishment's policies for this situation.
- ☐ 9. Initial the block labeled "Clerk."
- ☐ 10. Seek further authorization as required by establishment's policy.
- ☐ 11. Tear off the customer's copy and return it to the customer, along with the credit card.
- ☐ 12. Ask the customer whether he or she wants the carbons or whether you should destroy them.
- Note: The carbons contain all the information on the credit card and should be handled in light of this confidential information. Give them to the customer or tear them in two and place them in a trash receptacle.
- ☐ 13. Place your copy of the sales draft in the appropriate place in the cash register.

Caution: To the business, the credit card sales draft is just as valuable as money. It must be returned to the credit card agency for money.

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_